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# HIGH SPOTS IN NEW YORK SCHOOLS





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# HIGH SPOTS IN NEW YORK SCHOOLS

BY

WILLIAM H. ALLEN

AND

L. P. BENEZET, HELEN E. PURCELL

CLAUDE N. HITCHCOCK

New York  
INSTITUTE FOR PUBLIC SERVICE  
N. E. A. Week, July, 1916

**Who collected high spots?** Supt. L. P. Benezet of La Crosse, Wis.; staff members of the Institute for Public Service; volunteers, Sadie L. Peller (dramatization) Edith R. Rockwood, Mrs. Emma Garrett Boyd, Frances Parrott, Alice Knight, Alice Florer

**Who demonstrated high spots?** School officers whose extensive and hearty cooperation is gratefully acknowledged; teachers, supervisors, principals, district-associate-acting superintendents, business officers, local board members, and commissioners

**When did study start?** March 28, 1916—over 100 schools, about 3,000 teachers visited

**Why the brevity?** A pocket-size book seemed best at least for the N. E. A. audience. If response justifies the high spots will be increased, elaborated, indexed

**Are there serious omissions?**

This list will doubtless suggest many. Will readers call attention to omissions or errors and send question, criticism or suggestion to William H. Allen, 51 Chambers Street, New York City?

During N. E. A. week three elementary schools, four vocational and trade schools, and English work in one high school will be giving live demonstrations; and a general exhibit is announced

## FOREWORD

The school of tomorrow has been at work in  
Greater New York for more yesterdays, in  
more forms, and at more places than the public  
has realized

Because school taxes—politics—salaries—pensions—machinery—bigness and overcrowding have in public discussion obscured school service, we have been taking it for granted that school soul was as dwarfed in reality as in advertising

New York's very progressiveness in making unparalleled experiments with vocational and prevocational training is being turned against her schools and teachers

Shall our guests show us how to deplore what we have? Or shall they and we build for tomorrow by universalizing the best and broadest which we have and are today?

**High Spots in New York Schools** was prepared in the hope that guests and homefolks alike would enjoy seeing how much of tomorrow is in New York's schools today. Perhaps teach-

ers and supervisors here and elsewhere will find it useful, by checking with their own practice, to see what if any points they can profitably adopt and what has been omitted

We regret the brevity and the many omissions.

If, however, high spots like these were found in six weeks of necessarily hurried visiting of 100 schools, what must continuous study disclose in 500 schools?

“How high” not “how general” has been our question. Anyone wishing to see particular high spots will be referred to one or more schools where they are everyday facts of school life

The helpfulness of a high spot is in its existence, not its frequency. Excellences were found, however, far more generally than we had been led to expect. Is it fair to remind those who disparage present day schools, that the burden of proof is on them to show that these “high spots” are not general, or cannot be made general by taking reasonably easy steps?

Every hour of the time spent in seeking and describing high spots has been a delight. We commend the method to taxpayers, to principals, and to superintendents who will find that high spots point a short and easy way to eliminating low spots

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**FLAG DAY, 1916; ELEMENTARY SCHOOL**

### **Teaching Patriotism**

Probably nowhere else in the world is there more conscious effort to teach patriotism at school or more indirect teaching of patriotism through politics, party organizations and campaigns, newspapers, labor unions, industrial competition, etc than in New York City

The fact and the rights of "belonging" are emphasized in assemblies, class exercises, flag salutes, through national airs for singing and marching, holiday speeches, etc

The duties of patriotism are emphasized in civics and current events courses by visits to "city fathers"; by addresses of public officers explaining citizen relation to the fire and health departments, etc; by moving picture reels showing how fire, disease and disaster are prevented or dealt with; by visitation of school by Grand Army Posts to make pupils realize what patriotism may cost

### **Civics: Facts, Duties, Principles**

**Pupil-made play:** given in assembly to illustrate why streets and schools should be kept clean, free from waste paper, etc

**Join the Civic League:** play acted by 6, written by 8 grade

**Synopsis:** Mr. Brown, Mrs. Brown, Grandma Brown, Willie Brown, Johnny Brown. Willie the model son; Johnny the incorrigible who refuses to join the Civic League or even to keep himself clean

Johnny: "It's no use, Ma, I simply was not born to be clean" Grandmother begs leave to try her hand, and by appearing to him at night in ghostly garb in the role of "Spirit of Cleanliness" terrifies him into repentance. Next morning he astonishes the family by appearing at breakfast in clean clothes, face washed, etc and by announcing that he is going to join the school Civic League, whose object is to promote the cleanliness and health of the school and the neighborhood generally



**Complaint bureau:** conducted by pupils

**Elements of economics and sociology:** taught effectively in upper grades, via current events

**Current events classes:** frequently organized with pupil officers, teachers acting as referees, "switchmen" and train despatchers

**Self-government:** in many forms in high and elementary schools—over 200—is proved an effective means for training in citizenship

**Encouragement of initiative:** boy with good idea for school service encouraged to present it; if idea is practical he is given assistance and set to work to put it into operation

**Close-to-life problems in assembly:** principal read from health bulletin, telling how many thousand pounds of decayed meat had been condemned, how dealers had been fined for mixing water with milk and bakers prosecuted for using rotten eggs in cake

"Now," said the principal, "Why should anyone mix water with milk?" (pointing to a pupil)

Ans: "To make more milk"

Prin: "What for?" (pointing to another pupil)

Ans: "To sell"

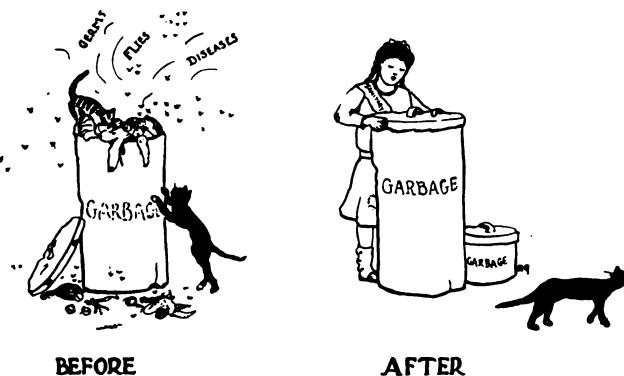
Prin: "But why the water?"

Ans: "Water doesn't cost anything, so there is more profit"

Prin: "What is behind this food adulteration, then?"

Chorus: "Profit"

Prin: "What do you think of a man who makes profit in this fashion, and what can we do about it?"



### **How Principals and Teachers Help One Another**

**New teachers:** trade school; before beginning work visit classes for two weeks or more until imbued with spirit and organization of school

**Visits to other schools:** required of teachers by principal; report on advance steps to entire faculty

**Visits within the school:** permitted by program; inspiration for best and poorest teachers

**Passing on the best:** successful devices and experiments explained at faculty meetings

**Equalization of work:** programs give practically same load to each teacher, standardized on basis of energy expended

**Keeping out of a rut:** rotation of teachers instead of permanent placement in one grade

**Written reports:** to heads of departments required

**Democracy in government:** matters of school policy or direction discussed and voted upon in general faculty meeting

**Teachers' council:** meets without principal once each month; formulates recommendations to principal

**Administrative board:** elected by teachers from various departments; administrative matters referred to this board for recommendation

**Preparation of teacher for new class:** teacher visits class which will come to her after promotion; studies personalities, learns names of children, etc

**Class teaching in public:** teachers take turns in conducting a class in presence of all other teachers

**Detailed courses of study:** worked out by principal in conjunction with teachers

**Department heads:** make written report to principal each month on efficiency of teachers based upon class visits

### **Personality surveys by teachers and principal**

April 11, 1916

I distributed the personality blanks among the 42 teachers in this school, suggesting that it would be profitable to indulge in a bit of introspection in accordance with Socrates' "Know thyself." Within the past week, more than half of the teachers did so. A few came to me with their own auto-ratings and asked me to agree or disagree; I did so in all frankness, to the great joy or disappointment of the parties involved

The teachers who rated their own cards told me that in sheer honesty they had to confess that in several instances they belonged to the third and fourth columns; the effect, they thought, was salutary

I would welcome a periodical overhauling of this kind

.....Principal

By the way, I rated myself, with the assistance of my associate

#### **Sample of points considered in personality blanks**

**Personality** (check grade for each point so far as observed)

<b>Enthusiastic:</b>	very.....moderately..little.....lacking.....
<b>Sympathetic:</b>	very.....moderately..little.....harsh.....
<b>Even tempered:</b>	always....fairly.....not very....irritable.....
<b>Tactful:</b>	very.....fairly.....not very....blundering....
<b>Adaptable:</b>	very.....moderately. not very....inflexible.....
<b>Sense of humor:</b>	much.....moderate... little.....unduly serious
<b>Resourceful:</b>	very.....moderately.,not very....dependent....
<b>Industrious:</b>	very.....moderately..not very....indolent.....

### Training Schools for Teachers

**Observation:** accompanies study of every subject

**Concentration:** certain classes not permitted to take notes during problem development; at close required to organize material

**Introspection:** psychology correlated with student's mental processes

**Management of lantern:** taught every one in training

**City teachers:** exceptional ability used for observation

**Model lessons:** typewritten and distributed to other teachers

**Scrapbooks:** all subjects, prepared by students in training

**Rotating program:** observation work made dynamic

**Experimental pedagogy:** equipment up to date, complete

**Principal teaches:** special classes, school management, class management

**Educational museum:** school devices, apparatus, specimens, industrial exhibits, etc

**Labor saving devices:** students trained to use rotary mimeograph, mimeoscope and typewriter

**Speech defects:** students trained in testing and treating

**Experimental work:** typical experiments in progress: theory that certain school activities are undertaken better by large group than by small group; comparison; two methods of teaching arithmetic

**Rapid advancement:** students of unusual ability grouped; advanced work in pedagogy

**Parallel courses:** theory and practice; students first three terms study theory and teach classes under direction model teachers

**Teaching in city schools:** one term, all students. Teach two classes, observe three each day

**Theory teachers:** teach classes of children in model department

**English teachers:** training school and high schools confer respecting poor English problem

**Social center:** building used by teachers and community. Students taught value and control of community work

**Training and other departments work with common purpose,** fitting one to the other; committee reports; general faculty meetings; personal conferences

**Printed notes for students:** show what and how to observe; graded in difficulty

TRAINING SCHOOL FOR TEACHERS

Second year—first term

Observation Exercise No. 5

**Skill in Presentation**

What new knowledge did the pupils acquire during your hour of observation? In the process of learning, to what extent were their mental and physical powers exercised? How were the new ideas associated with ideas the pupils already possessed? How were the new ideas associated with one another? What devices were used to make the new knowledge clear? Was there anything in the teacher's manner, the tone of her voice, her use of emphasis or inflection, her gestures, her choice of words, that helped the pupils to learn? How did the pupils show that they had learned something new?

### **Training School Classes for Teachers in Service**

**Arrangement for time:** fourth term students in training once each week teach classes while regular teachers take special work in training school

**104 teachers:** equivalent three months special training for teaching sub-normals

**Physical training:** final inspection and approval by supervisor department for New York City

**Drawing:** final inspection and approval by supervisor department elementary drawing New York City schools

**Kindergarten:** conferences for 1a teachers from 25 schools, evenings

**Teachers' athletic association:** direction teacher physical training, evenings

**Young teachers:** monthly evening conferences with former critics

**Critic teachers, etc., do advance work in their own training school:** in theory, administration, etc

**Board of examiners and colleges give credit** for advance work in training school where teachers teach

**Graduates of course for teaching sub-normals teach other teachers of ungraded classes:** through alumnae association

The above activities were temporarily abandoned  
February 1, 1916

### Learning by Doing



**Work for headquarters:** provides students with live experiences; trade school boys accompany inspectors and foremen on plumbing, building, electrical and engineering jobs; commercial students get experience in the offices and libraries of the board of education at 500 Park Avenue at 59th Street

**Individual schools, elementary and high:** teach via work that needs to be done. In one high school 70 boys are employed as assistants in the offices, 30 are taught to use mimeograph, multigraph, platenotype, adding machine and other office devices; 40 serve in library; other "doing" includes repair work, building, making supplies, preparing and serving lunches at a profit, teaching, "lecturing," officer-ing, community service and "neighborhood chores"

**Factories, stores, model flats:** furnish opportunity and need for learning via doing and earning

*The curriculum of the modern school would be built out of actual activities in science, industry, aesthetics, civics—A school commissioner*



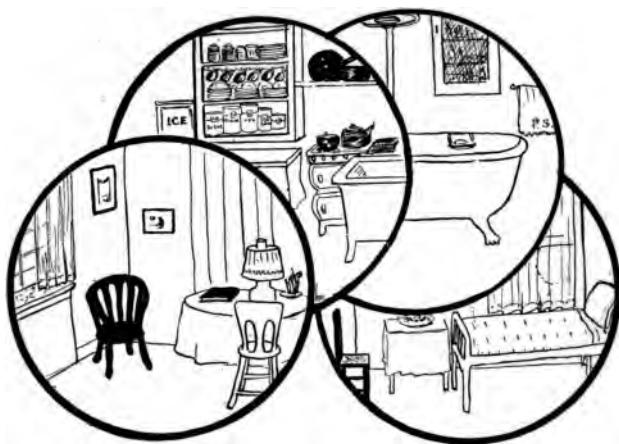


*Photograph loaned by elementary school*  
**DEAF GIRLS LEARNING THROUGH OTHER SENSES**



*Photograph loaned by elementary school*  
**SCIENCE VIA BUYING AND CARING FOR BUNNY.**

In this school, in one of the world's most congested districts, many classrooms have doves or chickens—even loans from the Zoo



### Home Making in the Grades

**Model flat:** built in school; also flats near schools

**Budget making:** taught on basis home income

**Buying in bulk:** compared with buying in small quantities. Coal at \$6.75 ton; by pail at rate of \$11.10 ton

**Well balanced ration:** determining factor in budget for different foods

**Furnishing five room flat:** \$125, neat and artistic

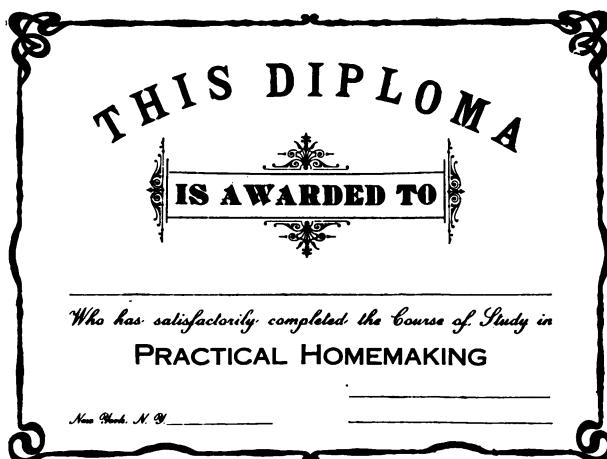
**Bathroom in model flat:** used by girls having no home facilities for hair washing and bathing

**Sewer system and water supply:** studied from hygienic standpoint

**Mothers entertained:** in model flat; refreshments prepared and served by girls

<b>Sewing</b>	
<b>First Year</b>	
<b>Minimum essentials—checked when done proficiently</b>	
Practice in turning hems	
Basting stitch	
Running stitch	
Back "	
Combination "	
Hemming "	
Overcasting "	
Overhanding "	
Catch stitch	
French fell	
Flat fell	
Sewing on buttons	
Buttonholes	
Threading machine	
Running "	
Care of "	
Small samples on machine	
One full sized garment	
<hr/>	
<b>Second Year</b>	
Hem patch	
Catch-stitch patch	
Stocking darn	
Dress darn	
Sewing on hooks and eyes	
Chain stitch	
Feather stitch	
Smocking	
Tucks	
Scalloped edge	
Simple embroidery stitches	
How to cut a true bias	
How to use a pattern	
One full sized garment	

<b>Practical Homemaking</b>	
<b>First Year</b>	
<b>Minimum essentials—checked when done proficiently</b>	
Introductory lesson	
Care of stove	
Dishwashing (care of kitchen utensils)	
Washing of towels and cleaning cloths	
Scrubbing of bare wood	
Cleaning of garbage can	
Cleaning of bed	
Making of bed	
Morning cleaning of a room	
Thorough cleaning of a room	
a) washing windows; b) cleaning of brass, silver and nickel; c) waxing of floor; d) washing of floor	
Closet cleaning (windowbox cleaning)	
Table setting (table etiquette)	
Preparation and serving of breakfast	
Preparation and serving of luncheon	
Plumbing lesson (tenement house laws)	
a) cleaning of sink; b) cleaning of bathtub; c) cleaning of water closet; d) cleaning of washtub	
Disposal of garbage, ashes and refuse (tenement house laws)	
Personal hygiene	
<hr/>	
<b>Second Year</b>	
Laundry equipment (utensils and materials)	
Removal of stains	
Laundry washing	
a) bed, table and body linen; b) colored clothes; c) underclothes; d) towels; e) waists and dresses	
Making of starch	
Food value (combination of food)	
Making of daily menus	
Weights and measures and equivalents	
Care of patient in bed (bathing)	
Changing linen with patient in bed	
Diet in disease (preparation of invalid's tray)	
Care of infants (clothing and bathing)	
Infant feeding	
Food for children 1 to 5 years	



**Graduation from home making course:** foreign neighborhood, not dependent upon academic work

**Practical experience:** lunch prepared, served in model dining room, sold to students or faculty

**Working for pay:** orders solicited for overage pupils. Skilled workers receive commission

**First aid to injured:** taught to all girls as part of course

**Credit for home cooking:** sample brought to teacher or mother writes note

**Graduation dresses:** 10,810 made in one year boroughs Brooklyn and Queens

**Pupil teachers:** Classes too large for laboratory divided. Instruction by pupil teachers for out-of-laboratory group

**Full-sized garments:** 116,873 made in boroughs Brooklyn and Queens

**Dinner for the family:** cooking teacher explains next lesson and gives recipe. Girls who wish bring material and cook enough for family meal



**Practical jobs:** for community and schools—fireless cookers for school cooking rooms, bread trays and tables for penny lunch centers, fences for school gardens

**Savings to board of education:** 10,828 articles made by shops for school use one year, valuation \$6,314.42

**Artistic furniture:** for homes and school

**Traveling tool kits:** instead of usual bench arrangement; kit and tools corresponding number; easy to transport to points needed

**Overage boys:** 14,000 given shop work in one year

**Difficulties overcome:** no shop in school; tools furnished by teachers and pupils; one bench donated by friend of school; regular work and after-school clubs; wood carving, burning, and hammered-brass work of high order

**Repairing textbooks:** feature of manual training work

**Sport motive:** canoes, row and motor boats built for use; model aeroplanes and sailing yachts; volunteer club to work in shop after school

**Models for drawing:** cubes, prisms, etc, made of paper or wood in manual training classes; consequent individual models and saving to board of education

**Pencil envelopes:** made by fifth grade boys used in primary grades instead of those furnished by board of education, estimated saving \$10 per year in one school

**Shoe repairing:** shoes donated to school repaired for use of pupils from families too poor to provide shoes for children, by overage boys

**City plumbing rules and regulations:** taught

**Blue prints:** all problems undertaken in shops "blue printed" by boys in drawing classes



*Photograph loaned by elementary school*  
**PLAYROOM EQUIPMENT MADE BY MANUAL TRAINING  
CLASS**



*Cut loaned by elementary school*

**LEARNING RESPECT FOR PROPERTY BY MAKING IT**

**Before** this boy-made greenhouse was built school house windows were broken repeatedly—not a pane in this glass house has been broken

### **Business Practice for Grades 7-8**

Boys not intending to go to high school given close-to-life work: legal cap page copied on typewriter rapidly and correctly for visitor by one boy

**"Home-made" syllabus:** 9 legal cap pages

1—**Stenography:** aim is 60 words a minute at end of year, emphasis on accuracy rather than speed

2—**Business English and composition:** all the work practical—a) grammar; b) punctuation; c) spelling and use of words related to industries and occupations; d) composition

3—**Office training:** 20 week plan outlined below

4—**Typewriting:** touch system, stenciling, tabulating, business letters, legal forms, etc

5—**Bookkeeping:** practical work connected with bank

6—**Mimeographed forms and aids:** 44 commercial expressions; salutations; business forms; shipping facts; 70 commercial abbreviations

7—**Term plan in composition,** outlined page 44

#### **Twenty week office training class**

1—**Postal information:** classes of mail, registry system, special delivery, parcel post, dead letters, postal savings, unmailable matter

2—**Transit problems:** elevated, surface, subway and ferry lines; railroads within and near the city; time tables; taxicab fares

3—**Telephone and its problems:** getting operator, information; directory and red book; switchboard and party wires; telegrams by 'phone

4—**Filling out blanks:** employment, civil service, insurance, board of health

5—**Forms of remittance:** bank drafts, cashier's check, bank check, certificate of deposit, money orders, promissory notes, commercial draft, stamps, other commercial papers

## 24 Learning by Doing

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- 6—**Banking and banking papers:** depositing, deposit slips, drawing monthly statements, prevention of raising, certified checks, kiting
- 7—**Office appliances:** typewriter, mimeograph, letter press, carbon copies
- 8—**Stencil cutting and mimeographing**
- 9—**Study of commercial expressions**
- 10—**Methods of shipping:** freight, express, mail, water, shipping terms
- 11—**Business ethics and deportment:** courtesy, loyalty, value of time, efficiency, self-control
- 12—**More important legal papers:** contract, lease, stocks, power of attorney, bids, mortgage, bank statements
- 13—**Telegrams and cablegrams**
- 14—**Filing systems:** methods of filing
- 15—**Advertisements:** purpose, value, how written, extent of
- 16—**Public buildings:** floor and room index, starter, elevators
- 17—**Packing and bundling:** running errands, keeping expense accounts
- 18—**Use of titles and degrees**





*Drawing loaned by high school*

**PUPIL-RUN STORE**

Co-operative school store teaches how to buy and how to sell at a profit

### **Prevocational Schools**

**Prevocational schools for boys and girls:** elementary grades; equipped for study of elements of sheet metal trade, plumbing, machine shop practice, carpentry, modeling, industrial art, electric wiring, printing, sign painting, garment design, millinery, dressmaking, power machine work, novelty work, art weaving, bookbinding and homemaking

**Aim to assist pupils:** to discover whether or not their inclinations and abilities fit them to do industrial work in elementary grades

**Regular academic instruction:** in mathematics, English, history, geography, science, music and physical training

**Looms made by boys:** for weaving, used by girls' industrial class

**Unusual finish of production:** in various industrial lines

**Printing with a purpose:** leaflets for reading outlines, programs, school publications, work board of education

**Practical Christmas gifts:** sink strainers, toy banks, pans, pails, hanging baskets, etc

**Visits to outside shops:** part regular work

**Shower baths:** planned and installed by pupils

**Dining room furniture:** made for model flat

**Community electricity:** telephone and telegraph, fire and police alarms—wires laid and connections made

**Scraps utilized:** for making boxes, cushions, etc, scraps donated by business houses

**Uniforms domestic science:** made and sold for cost of material, 15 cents

**Family of seven:** made unit for furnishing dining room equipment

**Economics of homemaking stressed:** foreign neighborhood

**Special course:** for overage girls; emphasis upon industries; drill upon minimum academic essentials

**Plaster models:** works of art, door knockers, fountains, animals, etc

**Type of problem:** How do we determine the size of a house drain? How do we determine the size of the fresh air inlet? Where should the fresh air inlet terminate?



*Photograph loaned by board of education*

**TRADE SCHOOL FOR GIRLS**

Salesrooms on ground floor afford opportunity to teach commercial values, laws of supply and demand, and the theory and practice of salesmanship. Typical school building high spot; full time architect-superintendent; no architects' fees; standard plans

**Industrial Schools—Girls**

**Laws:** regulating factory and shop conditions

**Recreation:** noon hour given to games and dancing

**Products sold:** more than self-supporting as to materials, supplies and repairs

**Dressmaking:** graduates obtain positions to work on expensive materials

**Team work:** daily menu for lunch room planned by domestic science department, business end (\$16,000 in year) managed by commercial department

**"Middy" preparedness:** campaign promoted cooperation. Posters gave practice in art and advertising. Sale of middies gave practice in selling

**Power sewing machines:** speed tests; pupils sought by employers

**Art design:** girl shortly after graduation received \$25 per week with fashion magazine

**Straw sewing:** expert work in making hats

**Daily program:** 5 hours, trade practice;  $1\frac{1}{2}$  hours, non-vocational subjects;  $\frac{1}{2}$  hour, hygiene and gymnastics



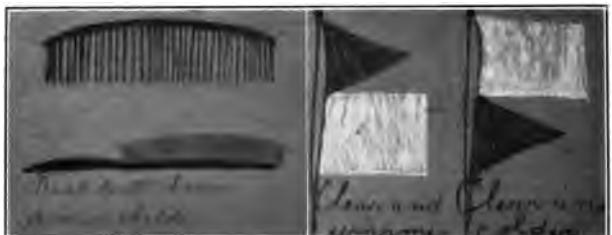
*Photograph loaned by school art league*  
**INDUSTRIAL DESIGN BY STUDENTS**



*Photograph loaned by high school*

**LEARNING BY ZOO-ING**

High school zoo loan visited by nearby elementary pupils—training for leisure too



*Loaned by supervisor-correlation*

**EARLY TRAINING FOR TWO VOCATIONS**

### Industrial Schools—Boys

**Civil engineering:** six transits condemned by city department, repaired by boys, doing excellent service in school

**Electrical repair:** motors worn out in other schools. Parts reassembled by boys, used in school or turned over to board of education

**Patternmaking:** gears, wheels, machine framework

**Machine shop:** repairing furnace accessories

**Electric wiring:** lighting system and bells installed in house built by class in joinery

**Tin shop:** garbage cans, safety cans for raffia, eave troughs, drinking cups, flower pots

**Cabinet work:** desks, chairs, table, sideboards, etc for home and school use

**Draughting:** plans for flats and houses, needed working drawings

**Building:** frame work small two story house

**Printing:** books and pamphlets, board of education

**Chemistry:** analysis alloys, testing assays, determining ore values, etc

**Physics:** principles gas engine, pyrometer, gasometer, water meters, different forms motors, cement testing, mechanics, testing strength various materials, testing steam boilers, coal for B. T. U. value, etc

**Mathematics:** related to trade. Type of problem: given a contour map to lay out a road no grade to exceed 4%

**Auto-machine shop:** erected by boys

**Graduate whenever ready:** enter any time, individual work, course completed—ready for work

**Home making experience:** model flats in girls' schools, planned and built. Plumbing and electrical equipment installed. Furniture made, garbage cans, and tinware provided

**Diplomas granted:** six months satisfactory work at trade in addition to completion of course

**Trade teachers:** must have worked five years in trade

**Academic teachers:** visit in shop six hours a week

⋮ ⋮ ⋮

### Commercial Instruction



*Photograph loaned by high school*  
**LEARNING OFFICE PRACTICE BY DOING OFFICE WORK**

**Employers' complaint:** "in at the ear, out at the point of the pencil" led to industrial history course to secure broader outlook

**Semi-annual try-outs:** students in shorthand and typewriting; auspices teachers association these subjects

**Typewriter companies:** permit pupils in training to practice on their machines

**Literary work:** high character—pupils discussed Shakespeare play with unusual appreciation and enthusiasm

**Salesmanship taught:** dramatic and actual practice

### **In-and-Outers: Part-Timers: "Co-ops"**

**Earning while learning:** boys and girls spend alternate weeks in school and shop; \$1,378.47 earned one week by 480 pupils at rate of \$3 to \$10 per week

**Wages:** pupil-workers same as regular employees

**Money earned:** permits many pupils to remain in school

**On-the-job experiences:** instead of up-in-the-air instructions

**Work in law office:** for boys from one school

**Coordinator:** chosen from staff gives full time to in-and-out problems, i. e. to coordinating school work with shop work and fitting both to pupils' ability

**Permanent employment:** offered by cooperating firm to all in-and-outers graduating at end of year



*Cut loaned by board of education*

**IN-AND-OUT BOY REPAIRING GAS METER**

## **Division Report: Part Time Cooperative Classes**

Basis of organization

The cooperative system

Cooperation of schools and employers

Cooperation of parents and pupils

Selection of pupils

Basis of cooperation

Cooperative pupils become permanent employees

Wages, hours, and other terms of employment

Coordination of shop work and school work

Administrative methods

The term's work:

Statements by schools cooperating

Occupations in which students were employed

Names of firms cooperating

Distribution of students by occupations

Distribution of students from each high school by firms

Attitude of firms—favorable, unfavorable

Compensation of pupils

Quality of pupils' services

Moral effect of cooperative plan

School work of cooperative students

Typical cooperative plan of studies

Influence of practical upon academic work

Students retained in school

Former students returned to school

Practical value of school work realized

Vocational guidance—physical fitness, aptitude

Limiting cooperation in a given line to a single school

Obtaining assistance of the right kind of teacher

Promotions among cooperative students

Per capita cost of cooperative plan

Reports of coordinators

Continuation classes

Reports of supervisors

Attendance in continuation classes

Vocational guidance

### **Typical unit in course of study**

**Citizenship:** laws of domicile, contract, marriage, divorce; taxation, inheritance, public meetings, societies, industrial associations; essentials of police laws and their execution; violation of order, prosecution and defense; wages and compensations; employment, trade unions, etc; insurance and pensions

**Commercial law:** contracts, sales, negotiable instruments, agency-partnerships and corporations; insurance, real property, equity; public control of business—public service corporations, banking, interstate commerce

### **Every Employer a Teacher**

I am sending you herewith the following papers:

Typewritten list of review questions

Two sheets of examination paper by Thomas M—

Part I, No. 1, of typographic Technical Series  
for Apprentices, entitled "Type"

On the Review Question sheet I have indicated the following comments concerning M's answers:

Correct answers; wrong answers; partly wrong answers but holding the sense; constructive errors; spelling errors

I am sending this exhibit to you as our first attempt to show you in detail the progress of the boy in his technical work, and thus enable you to more comprehensively determine what the boy needs from you in the school line

It would seem to me that the boy needs grammar, rhetoric and spelling, and I should like to see his time this week spent in rehearsing the book under your supervision, and endeavoring to re-write this same examination

It may be possible that after studying this matter over you will conclude that a personal interview may be helpful. If so, I should be very pleased to see you

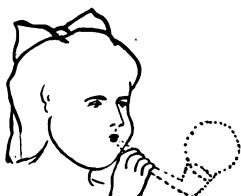
I propose to give the training of the boys more of my own time from now on, and you may be sure of a most active cooperation in every way

*Letter from president of employing concern to coordinator, May 22, 1916*



*Cut, loaned by elementary school*

**FIRST AID—DOMESTIC SCIENCE CLASS**



Wh-Wh-Why



F-F-Feathers

### Reading as Aid to Living

As part of play, phonetics and reading begin—**K**

**Class in school three months:** knew 500 different words and pronounced many others at sight easily. Another class read with expression, picked out phrases, found words, were keenly alive and interested

**Reading for thought:** made first purpose; sentences read silently; then meaning given aloud; reading studied aloud—**1a**

**Phonetic rhymes read and memorized:**

“Pretty moon, pretty moon,  
How you shine on the door,  
To make all bright,  
On my nursery floor”!

First pupils sang the stanza, then read it, then picked out phrases, then words, then phonic elements, then drew pictures of moon (textbook by teacher and principal to illustrate method)—**1a**

**Special speech exercises:** for pupils in first three grades by the same teacher—benefits show clearly in oral reading

**2,000 different words learned:** had read 8,000 words in basic readers and 43,000 in supplementary readers—**1b**

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**Note:** Numbers 1a to 8b, HS and K indicate grades

**20,000 words read:** in basic readers; **25,000** in supplementary readers—**2a**

**22,000 words** read in basic readers; **75,000** in supplementary readers—**2b**

**14** second and third readers completed—**2**

**18** third and fourth readers completed—**3**

**Looking at audience:** while reading prepared material or at sight—**5, 6**

**Oral reading:** special clearness of enunciation, beauty and force of expression found in all grades

**Reading in public:** instead of reciting

**Home books:** read to class or stories told—**2b**

**Audible study:** correlation of vocal and visual memories and sensations to insure longer thought content and greater clearness of vocal expression—**1, 2**



*Photograph loaned by school*

**PREVOCATIONAL BOYS AT PUBLIC LIBRARY**

## Spelling

**Sensation coordination:** teacher wrote sentence, class observed; sentence read by members of class; sentence written in air by children, with audible pronunciation of letters as made. Then 31 out of 37 wrote sentence on paper without error in punctuation or spelling

**Audible study:** spelling studied aloud, distinct enunciation of letters stressed—2a

**Homonyms:** T: About whom shall we tell stories?

P: About Humpty Dumpty

T: (Holding up card containing *eight*)  
called upon pupil

P: Humpty Dumpty was *eight* years old

T: (Holding up card on which was printed  
*there*)

P: *There* was a boy whose name was  
Humpty Dumpty

Teacher also told stories about Humpty  
Dumpty and called upon pupils to  
spell homonyms—2a

**Syllabication:** emphasized from beginning—and especially in commercial classes

**Dictation:** made basis for spelling tests

**Prevention of error:** new or difficult words, explained  
and written on blackboard before child writes

**Review:** written test of month's work. Words included: *know, which, four*. 36 out of 40 in class, all words correct remaining 4, one word misspelled—2b

**Oral test:** 40 words including *speak, dollar, while, would*. Rapid fire; each pupil called upon seven or eight times; 33 in class, one word misspelled—2b

**Commonly misspelled words listed:** frequency of error made basis of emphasis and of home-made text-book

**Individual weaknesses:** studied and "doctored"

**Correction of errors:** pupils sent to board. Teacher quickly gave out different words until each had list of five. At word *sit* all took seats

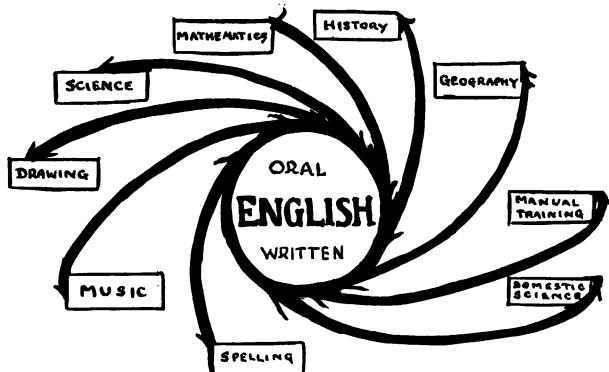
**T:** Who sees his own mistake? Several pupils raised hands, each corrected misspelled work orally

**T:** Who sees mistake made by someone else? All errors not discovered by writers pointed out. No corrections made by teacher. Those who misspelled words sent back to board to correct same—3b

**Relation to other subjects:** lists formulated to be taught in connection with each subject, home-making, dressmaking, millinery, history, literature, science, hygiene

**Spelling application:** words spelled in class required to be found in newspaper or magazine. Word cut out and brought to next class or name of magazine, page where found, copy of sentence handed in on slip —6b

**Trade spelling:** 200 machine shop words used for spelling in trade school—3a



**Every class an English class:** a frequent rule. Domestic science English said by girls to be more exacting and more interesting than English English

**Local idioms:** listed, watched, explained; basis of work in phonics and enunciation—false syntax. Example: “He talks *like* he was an orator.” “They were sing-*ink* a song”

**Imagination developed:** Arbor Day “dreams”—“I dreamed that I planted a pear tree and that it was all in blossom”—“I dreamed that I picked cherries from a cherry tree that I planted”—1a. “I am” stories—“I am a fairy. One day I was walking. I met a boy and I changed him into a red tulip”—1b “I wish I were” stories as motive for setting up correct habits of speech—“I wish I were an artist so that I could paint pictures”—2b

**Visitor to class:** made a motive for oral and written expression. Children welcomed visitor, hoped that she would come again and listed aspects of work they wished her to see. As “time saver” each one wrote a letter expressing these things:—2b

Dear Miss .....

I am very glad you came to visit our school. I would like to show you the pretty pictures on the wall. I hope you will enjoy your visit

**Oral expression:** game as motive. T: About whom shall we ask questions?—Humpty Dumpty suggested and accepted. Boy placed with back to class. Pupil indicated asked question as “Do you know Humpty Dumpty, Clarence?” Clarence: “Yes, I play with him every day, John.” If he who was “it” gave the correct name in his reply the boy whose voice was recognized became “it”—2a

**Learning by doing:** writing for school papers; real letters to real people for the sake of real results

**Additions to vocabulary:** word substitutions, enlargement of sentence through addition of descriptive words—2a

**School garden diary:** made motive for written composition—4a, b

**Give and take corrections:** oral description of classroom by one pupil

Second pupil: He said “the room is lighted by electric.” He should say by electric light

Third pupil: The room is lighted by electricity is better than “by electric light”

Second pupil: I don’t see why

Third pupil: “Lighted by electric light” doesn’t sound well. You use the word lighted and the word light too close together—4b

**Pupil reporters:** interviewed visitor for write-up in school paper—8a, b

**Printing proof:** used as basis for English in printing class vocational school

**Magazine club:** meets weekly in model flat—7, 8

**Close-to-life subjects for composition:** telegrams not more than 10 words; advertisement of article found; note to principal explaining absence; letter inclosing money for magazine subscription; making complaint to tenement house inspectors and other public officials; acceptance of an invitation; application for a position; introduction of a friend; telling a story heard; current events topics; things that would be

good for the school; "The Story of a Dress"; "Hats I Have Known"; "How to Buy a Dress" etc

**Rapid work:** six blackboard compositions of from 75 to 100 words each read, discussed, approved or corrected in 10 minutes—7b

**Picture stimulation:** picture showing region devastated by forest fire—motive for writing story. Examples of plots follow:—7b

- 1—With many sighs the young people packed. They did not forget a thing but the most important. They forgot to extinguish the fire. That night the wind blew and blew and at last succeeded in brightening the dying embers. In the morning the forest was one mass of flames. The fire lasted two weeks and two people lost their lives
- 2—They were about to start on their homeward journey when the oldest brother remembered he had forgotten his rifle. His friend sprang out of the canoe and hastened back to the camp for the gun. Arriving at his destination he found a cigarette in his pocket. Yielding to his temptation, he lighted it and was smoking it when a call from his chums started him on a run for the canoes. He flung the cigarette aside. When the campers reached home they purchased a newspaper to see what had happened during their absence. Nervously they read the account of a large forest fire that centered on the spot on which they had been camping

**Independent rhetoricals:** group once each week; only help given is teacher's O. K. of material chosen—7, 8

**Technical grammar vitalized:** as aid to expression, to reading, to oral composition

**Memorized selections:** all grades; unusual expression and clearness of enunciation

**Blanks for other than English classes:** blanks furnished for noting pupils' deficiencies in oral and written English—HS

**Debates and discussions:** formal and informal, well organized, spirited—HS, upper grades

**Library habit:** every pupil required to use public library for class work

**Book reviews:** all new books in library, written by seniors for school magazine—HS

**Progressive card record:** kept by teacher of each pupil's errors in compositions—when error permanently corrected, card checked—4b

**Orators' club:** every fourth day pupil orates—selections from grade subjects—6a

**Oral composition:** analogy developed between building a sentence or essay, and building a house; need for plan, for deciding the purpose of the building, selecting materials, etc, all developed before a word written; children excited over every step; at close all wrote. Class after class seen where no two essays were even approximately alike. Essays in 6b better in imagination, in general form, balance of mind and language than those often seen in high schools—6b

**Ear training:** errors noted in compositions read to class—upper grades

**Good use of time:** one group dramatized part of *Taming of the Shrew*; second criticised this; third wrote on board story of assigned part; at close whole class corrected written work—7b

**Making a virtue of blackboard crowding:** each child filled space without finishing topic; when called upon, read what was written, finished treatment of topic orally—7b

**Diagraming:** beauty of arrangement, lines and penmanship

**Pride of ownership:** 1,900 copies of better periodicals bought by pupils during one month; 1,000 copies of Shakespeare bought since January 1916

**Business letters:** emphasized

**Close correlation:** English with industrial and commercial courses

**Good English magazine:** published by high school; aim to create an interest in good English and to correct mistakes

**Writing poetry:** a successful feature

**Business English for Grades 7-8—Term Plan****Week**

- 1—Letter of application for position—study of form and arrangement
- 2—Registry service of post office department—study of exposition and information
- 3—Friendly letter—“The commercial class”
- 4—Topic sentence developed—“Every public school should have regular fire drills”
- 5—Exposition—“How corporations are organized”
- 6—Letter giving a friend who is visiting you from a foreign city, directions for reaching your home
- 7—Business letter opening an account, mentioning references, and inclosing order from catalogue
- 8—Letter to references mentioned above, asking about reliability of a would-be customer
- 9—Letter answering number seven, after investigation has proven would-be customer reliable
- 10—Letter requesting payment from a delinquent debtor—terms couched not to offend because of his large orders
- 11—Reply, giving particulars, to a letter of inquiry in answer to an advertisement relative to the sale of a house
- 12—Letter to express company complaining of articles damaged in transit with request for investigation and refund for damages
- 13—Letter complaining of shipment found partly damaged and notifying of the return of damaged articles
- 14—Letter answering the complaint in number thirteen showing a desire to adjust satisfactorily
- 15—Letter advertising an article for mail order house
- 16—Argumentation and exposition—“Should a boy about to choose a vocation enter the commercial or the professional life?”
- 17—Letter to a former customer whose bills have been regularly paid, but who for some reason had ceased dealing with you
- 18—Writing attractive advertisement

## **Writing**

**Drill in writing:** part of schedule

**Writing grade:** average for all written work; all written work graded by writing teacher

**Designs and colored inks:** add attractiveness to writing exercises

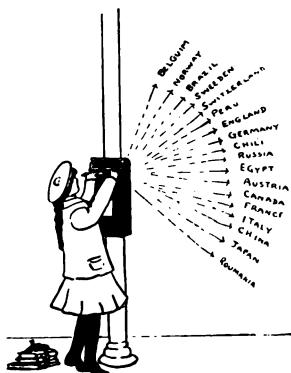
**Rhythmic likenesses of letters:** basis of method in one school and of textbook by teacher

**Phonographic counting:** relieved teacher; energy thus saved directed to pupils

**Instruction for teachers:** provided by board of education

**Rapid and excellent writing:** feature in several schools

**Competition within school and among annexes of high school**



**Whole School—1b to 8b:**

Unusual excellence, all pupils; slight difference between best and poorest; poorest better than usual best. English of compositions also notably attesting pupil interest and teacher drill. Incidentally rosetted ex-cellars in youngest grades help stragglers

**REAL LETTERS TO REAL PEOPLE WRITTEN**

### **Dramatization as Aid to Class Teaching**

**Dance of Sleepy Heads:** at community party teaches need for proper night clothes and their care—**K**

**Numbers:** play store, change parts—**1a**

**Reading:** nursery rhymes, etc, acted, any child taking any part; 500 words by third month—**1a**

**Phonics:** sounds given in words with action, f blows feather off the hand, etc—**1a**

**Phonics:** sounds and ideas acted as well as vocalized; “sailor” on blackboard starts children climbing rope, hand over hand; “baseball”, some pitch, some catch, others stop grounders; “snow man” on blackboard in May is signal for children to “show how the snow falls”, “pick up the snow”, “make a ball”, “place balls on desk”, “aim at the snow man’s hat”, “now throw!”—**2a**

**Reading:** story, 15 characters, read silently, hard words studied, read orally, acted in book words or children’s own words, any child taking any part, different parts different days—**2a**

**Reading:** on blackboard, *You’re a fine boy!* Children tell stories in which this sentence is used first at beginning then at end. Best story dramatized—then compositions written. Every child participating—**3a**

**Nature study:** one child is the sparrow, another the Baltimore oriole—hold in hands respective nests, talk to one another, describe own nests, how made, color of eggs—**3a**

**Nature study:** boy Mary, boy blackbird, boy bluebird, boy cat, boy cocoon, others flowers in a garden. Mary walks up and down garden paths (aisles) talking about flowers and noticing blackbird which immediately begins to sing. Ditto bluebird. Mary talks of spring, steps on caterpillar (boy’s foot), later sees caterpillar changed to cocoon. Then spring shower (sound of rain drops by lips). Sun comes out. Mary returns days later (few minutes), finds boy butterfly who trips gaily around room. Whole class recites Swinburne’s *Butterfly, Oh Butterfly, how happy am I*—**3a**

**Grammar:** "action," "active verb," "thing acted upon" demonstrated, one child acting, another giving sentence to describe—*Jacob is reading a book, The eraser is taken away by Hyman*—4a

**Reading:** *Pied Piper of Hamlin* acted after first reading; each child picks part; uses own words. When Piper offers to play to lure the rats (20 children on hands and knees) remainder hum *Come let us be joyful*. When Piper is refused reward, rats become children and follow him while class hums *Our little girls*. Lone child with crutch goes home to mother. Spontaneous though crude—4a

**Civics:** children's court, impromptu. Offenses: throwing stones at dogs, breaking twigs in the park, ringing the fire alarm, refusing to obey an officer. Different officers. Judge admonished, threatened, pleaded, paroled, sentenced, pardoned—4b

**Assembly, street cleaning squad:** original play, girl's school. **Scene I**—Group of careless girls throw paper about the corridors. Street cleaning squad ask them to pick up these papers but the careless group is impertinent and refuses. Then when the street cleaning squad begin to pick up the papers the girls in the careless group become ashamed and help them. **Scene II**—In the toilet room. Some girls throw paper into washbowl. Street cleaning squad admonish them and lead them to see that if the board of education is obliged to spend money to repair the plumbing there will be fewer books and other things which the school would like to have. When the girls see this they assist in cleaning out the bowls. **Scene III**—The president of the school board and district superintendent come to visit the school. They discuss the careless and destructive use of property and say that in those schools where they find such conditions they will not recommend new books or additional equipment. Then they examine the school, find it so clean and well kept that they decide to recommend that it be generously treated in the matter of supplies and equipment. **Scene IV**—Groups of the careless de-

cide they are glad they did not leave papers about the corridors and in the washbowls, and determine that in the future they will help to keep things in good order—5 to 8

**Composition-history:** each child given slip paper with name of historical character. Composition on this character written to develop three ideas: *Who I am, what I did, how I did it*. Teacher selected best compositions which children read with question: "Now can you guess who I am?" Child who guesses right reads next composition. Similar work in geography—6a

**Literature:** correlated with history and composition. How story should be divided into scenes brought out by questions. Five sets of boys acted out *The Man without a Country* with impromptu variations —6b

**Show work?** No, indeed! Proof? Impromptu reading, analysis, and acting—with self criticism—of *How Robin Hood Met the Sad Knight*, from visitor's book, 40 boys participating



*Photo loaned by elementary school*  
**DANCE OF THE WITCHES**

**Literature:** frequent impromptu dramatizations whether *Pilgrim's Progress*, *Taming of the Shrew* or church scene in *Evangeline*; any child, any part; teacher sometimes taking no part and sometimes criticising the acting, generally watching English—7b



*Cut loaned by board of education*

HISTORY DRAMATIZED—INDIANS PLANTING POWDER

**Assembly, mimetic exercises:** instead of customary "setting up" exercises, whole assembly goes through motions of many athletic events such as putting shot, start for 100 yard dash, etc

**Little Mothers League:** parliamentary meeting interrupted by "procession of evils"—pupils impersonating Pacifier, Feather Pillow, Banana, Neglected Garbage, etc. Each tells why injurious to babies. Preventives then impersonated and explained

**History:** *Columbus at the Court of Spain*, in children's words (corrected by teacher if necessary); any child, and part—5a

**After-school history club:** boys started, teacher pleased, now helps out of class; any boy, any part; boy leader directs. *Cortez and Montezuma* included real "boy-trench" fighting and actual struggling. By questioning, importance of showing respect to elders and superiors was brought out—5a

**Civics:** class becomes constitutional convention; Whigs and Tories; basis of state representation the issue; Rhode Island's delegate suggests compromise—two in senate for each state, lower house filled according to state population. Again, president of electoral college chosen—5a

**Safety first: Scene I**—Boy runs into room, "Extra! Extra!" Dozen boys become excited, inquire, one boy run over. This suggests Safety League! Elect president. **Scene II**—President drills boys as Safety League scouts, in marching, each carrying sign, *Stop! Look! Listen!—Don't hitch onto cars!* Conclusion: "Let us all say our motto, *Stop! Look! Listen!*"—5a

**History:** Barbara Frietchie dramatized with impromptu variations. Officers' conversations indicated previous experiences and future plans of Confederate army—6a

**Current events:** subject, Panama Canal; Columbia's refusal of U. S. offer for canal zone dramatized with revolution in Panama and making of treaty between U. S. and Panama—8b

**History:** a class was asked to suggest subjects which it had not yet tried to dramatize. Many suggestions. Nullification Act chosen. Girl who suggested was appointed leader, selected characters. Short conference in corner of room when leader's plans were apparently modified, for she asked permission to choose a General Scott. Play then acted. **Scene I**—Passage of tariff bill. **Scene II**—Nullification Act. **Scene III**—President Jackson orders General Scott to So. Carolina. **Scene IV**—Henry Clay offers a compromise bill. *Capture of Major André* done similarly impromptu—8b

**High school—German, French, English, history, Shakespeare:** boys as well as girls. In addition to classroom uses, much dramatizing in special clubs and for school festivities

**German:** parts of *Der Letzte* impromptu to illustrate text, in words of text or improvised. All participated—in German only

**French:** three stories combined in one play—composition assignment out of class—boys' ideas and language. Play acted in class—French only spoken

**History:** dramatization used for review. Class divided into three sections of French revolutionary states general—people, nobility, clergy. Keeping formalities of legislature the different stages of revolution were acted out with no assistance from teacher except to correct facts

**English:** *Ivanhoe*—archery contest. Pupils' idea, make bows and arrows. Similar treatment of *Isaac of York and Palmer*, impromptu after general discussion of main points to be stressed. A second year class in *As You Like It* wrote, each, a scene in own words. Scenes read aloud, best ones selected, linked and then dramatized in class

**Blind pupils:** give creditable performance of Sheridan's *Rivals*



*Photograph loaned by elementary school*  
**DANCE OF THE FAIRIES**

**Shakespeare:** universally in New York and elsewhere; boys in boys' classes found less self-conscious and more easily interested than older boys in mixed classes—or than older girls in mixed classes

**Competitive selection** of actors from school or district

**Whole schools participated**

**Revival:** Shakespearean plays, contemporary history, customs, manners

**Pageants:** staged by schools and districts

**Original dramas:** written by pupils

**Boys schools:** Shakespearean plays, all characters boys; superior to many college productions

**Neighborhood entertainments:** plays and pageants repeated for parents; receipts used to provide gardens, etc

**"Aren't you sorry Shakespeare was ever born?"**

**"No, but I'm sorry he ever died!"**

### **Music, Music Everywhere**

**Motive:** in primary grades means of expression, aid to reading, cure for timidity, a common denominator to establish "consciousness of kind" and team spirit

**Individual singing:** feature in all grades. Individual differences in singing no greater than in reading. 29 out of 35 children sang alone any song learned—  
1a, 2a

**Corrections in pitch:** made by members of class—2b

**Scale singing:** names of children in room, Ma-ry, Carrie, sung instead of do, mi, etc—1a

**"Sound-reading":** teacher sang exercises by other than note names, individual children sang corresponding notes—3b

**Chorus singing in upper grades:** often ranking with best trained church boy choirs

**Sight-singing:** without hesitation; tenor and bass (other parts silent), chromatics, dotted notes, difficult time—8b

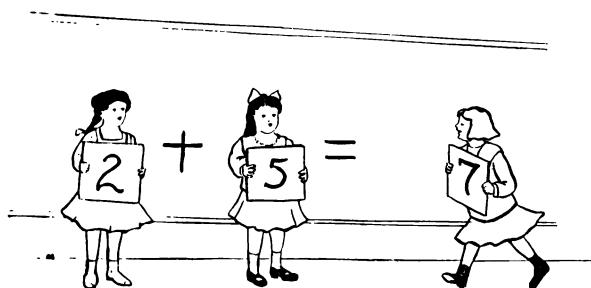
**Pay-as-you-go music organizations:** numerous in elementary schools and general in high schools—are popular as school and community entertainers

**Musical appreciation:** systematically developed via lectures, concerts, victrola, etc

**Paying positions as musicians:** frequently obtained after graduation as result of proficiency in school music

**Talented pupils:** given private lessons in groups at 10 cents apiece—deficit, if any, provided by school fund or community associations

**Pupil leaders:** able pupils frequently lead musical organizations and assembly, orchestras and choruses



### **Arithmetic: Method and Content**

"Start with number 9 and add 8 to each total until stopped" (9, 17, 25, 33, etc), any pupil to be ready to carry on the adding rapidly—4b

Extensive use of Courtis test blanks and Thompson's minimum essential blanks for oral and written work

**Life insurance charts:** used as basis of computations and problems—7

**Requiring all work to be proved:** giving as much credit for proving as for doing

**Making out check** for payment is required with computation of bills

**Pupils who understand:** not bored by teacher's explaining to those who do not yet understand, but are given advanced work

**Close-to-life problems:** given in connection with school business, shop tasks, domestic science, school bank, home entertainment, pupil-managed lunch rooms, store sales slips, etc and other work that needs to be done

**Cumulative records** of arithmetic scores kept by pupils

**Results approximated mentally** before written ciphering is done

### **Business Correspondence**

**Practical assignment in business correspondence,**  
printed in school—7, 8

**Household accounts:** submitted to teacher each week,  
are kept by each eighth grade pupil

J. Adams of 214 E. 23rd St., New York, ordered from  
American Hardware Co., 130 Mercer St., New York

18 Stilson wrenches @  $87\frac{1}{2}$  cts.

12 " " @  $1.37\frac{1}{2}$

2 Thread cutting machines @ \$12.75

1. Write a letter ordering the goods
2. The American Hardware Co., answers thanking  
him for the order stating that the goods will be  
sent within five (5) days
3. Write the bill sent with the goods
4. J. Adams paid cash—discount of 10% and 2%
5. Write check J. Adams sent to American Hard-  
ware Co.
6. American Hardware Co. deposits check in Corn  
Exchange Bank
7. Indorse check
8. Make out bank deposit slip
9. Write the receipt sent by the American Hardware  
Co. to J. Adams
10. Assume that J. Adams gave a 3 months note.  
Write the note and discount it the day it is drawn

Percentage Elements (Kept Before the Eye)					
Application	Base	Rate	Percent	Amount	Difference
<b>True discount</b>	List price or face of bill	Rate of discount	Discount		Net price
<b>Profit and loss</b>	Cost capital	Rate of G. L.	Gain or loss	S. P. at a gain	S. P. at a loss
<b>(Brokerage) Commission</b>	Amt. collected sales cost of goods	Rate of commission	Commission	Am't remitted including commission	Amount sent back less commission
<b>Insurance</b>	Amt. of ins.	Rate of ins.	Premium		
<b>Taxes</b>	Assessed value	Rate of taxes	Taxes		
<b>Duties custom</b>	Value of goods	Rate of duty	Duty custom		
<b>Interest</b>	Principle	Rate $\times$ time	Interest	Amount	
<b>Bank discount</b>	Value of note at maturity	Rate $\times$ term of discount	Bank discount		Proceeds

Base  $\times$  Rate = Product, drilled until analysis or identification and equating are second nature:  $B = P \div R$ ;  
 $R = P \div B$ ; card on board, duplicate made by each pupil

### **Arithmetic: Premium on Analysis**

**Principal to teacher:** typed instructions

**Aims:** accuracy, rapidity, power, alertness, neatness, orderliness

Systematic training in verification

Frequent accuracy tests

Separate ratings for method and result

Emphasis on reasoning power rather than on operation

**Pupils should understand problem before attempting solution**

Difficult words in problems should be clearly defined

**At beginning of term list difficult words for spelling drill**

Doing more valuable than explaining

Make review of multiplication table concrete—e. g.  
2 inches  $\times$  6 = 12 inches

Prove subtraction problems by checking each number in answer

Teach children to call "answers" by names—e. g.  
sum, difference, etc

Keep cumulative list of technical terms

**Vitalize teaching** by giving practical problems of interest to child

Develop power of organization by asking: **What is required? What must we know in order to get this? etc**

- 1—Read
- 2—Analyze, note what is given — What is asked?
- 3—Decide how to work—  
State process
- 4—Compute
- 5—Prove

- 1—Read it carefully
- 2—See what is required
- 3—What must I know to find this?
- 4—Is it given?
- 5—If it is, name it
- 6—If it is not, find it out
- 7—Do the work

**Arithmetic: Accuracy and Speed**

**Reading numbers:** numbers like 962,717 read easily by class—1b (No less high an attainment, even if fitness for 1b is questioned)

**Adding:** 45 addition combinations added as rapidly as cards could be moved—subtractions made with equal ease by “building up” or “making change” method—1b

**Courtis test averages easily surpassed:** in many classes that were using Courtis test blank for drill—in one school not using these blanks

**Relay races and short assembly tests:** winners of class test in fundamental operations compete

**Addition:** columns of eleven figures, all sorts of combination; no errors, slowest pupil 25 seconds

**Multiplication:**  $45,678 \times 68$ ; 37 out of 41 in class correct within one minute

**Division:** 468,921 divided by 75; 74 in class, 38 correct within one minute thirty seconds; of these 8 took 45 seconds, and 10 took one minute

88 BOYS				88 GIRLS			
RESULTS IN ADDITION				RESULTS IN ADDITION			
DATE	ATTENDANCE	AVERAGE	NO FINISHED	DATE	ATTENDANCE	AVERAGE	NO FINISHED
OCT 14	30	71	26	OCT 14	30	72	22
21	31	76	29	21	32	76	26
NOV 3	30	80	30	NOV 3	32	80	30
10	30	86	30	10	32	85	31
etc			15				16
RESULTS IN SUBTRACTION				RESULTS IN SUBTRACTION			
OCT 27	30	72	10	OCT 27	33	77	13
NOV 8	31	80	12	NOV 8	31	70	3
etc			4				1
RESULTS IN MULTIPLICATION				RESULTS IN MULTIPLICATION			

### Tests and Scales

**Ayres:** writing

**Bliss:** composition

**Buckingham:** spelling

**Courtis:** arithmetic and

**Harvard-Newton:** composition

English

**Hillegas:** composition

**Thompson:** minimum essentials

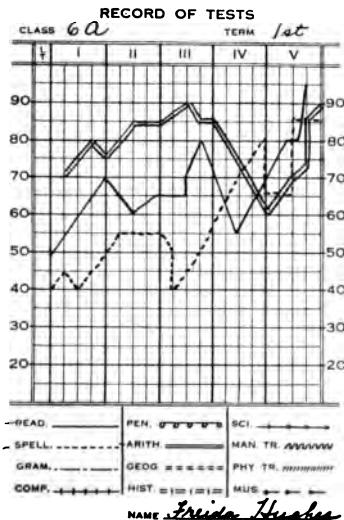
**Thorndike:** reading and writing

**Tests formulated by principals:** standardizing requirements in various grades and subjects

**Pupil keeps record of own tests** as on preceding page

**Work of previous grades:** tests given by principal; teachers required to review

**Reports to principal:** written report required stating (1) weaknesses; (2) reasons for weaknesses; (3) suggested methods for overcoming weaknesses



### **Close-to-Life Geography**

**Home geography first:** boroughs, principal streets, parks, museums, etc of district and city—4a

**Excursions:** to public buildings, parks, zoo, official meetings and industries

**Moving pictures:** classroom and assembly, with long list of geographic and industrial films

**Lantern, stereoscope:** pictures, clippings, objects—classroom and assembly

**Lectures by older children:** to younger pupils in classroom and assembly

**Study recitation:** topics read aloud, discussed points located, additional material offered by teacher and pupil—6a

**Contour maps:** read and made—7b

**Outline maps:** industrial and agricultural areas indicated in colors—7b

**Interpretation of picture in text:** in class by pupils—8b

**Reading matter illustrated:** with maps drawn by pupils—7b

**Proof of assertion required:** South American export of beef is explained by comparing total output with size of country and population—7a

**Problem solving:** given Brazil's soil, climate, rainfall—what might be grown, what is grown, why the difference?—7a

**Outside reading and experience:** of pupils and teacher used as part of recitation

**Current magazines assigned:** many pupils subscribe in addition to subscription by class—5a

**Museum of Natural History:** visited, essays and drawings required, loans secured

**School museums:** built up by pupils and teacher

## Science via Seeing and Doing

**Frogs' eggs:** hatching being observed—K

**Dyeing:** sumac berries, hulls of black walnuts, etc, ground in mortar; dye made for yarn, cotton, etc; modern methods of dyeing also taught—2a

**Weight of escaping steam:** sugar, water, plums cooked for canning; weight before and after cooking—2a

**Electricity understood:** boy found alone in laboratory experimenting with gravity cell—7

Visitor: What must one have in order to make an electric cell?

Boy: Two different metals, an acid which works on the two unequally and a depolarizer

Visitor: What do you mean by a depolarizer?

Boy: Something to take up the hydrogen bubbles that are formed on the negative plate. Otherwise the free hydrogen will not only keep the acid from acting on the plate, but will start electric force in the other direction, and tend to stop the current

**Expansion proved:** apparatus made by boys; pointer so arranged that if metal over Bunsen burner expanded pointer would force electric connection and bell would ring

**Good teaching:** three boys in one corner of room, rigging up wires to connect an electric bell with a cell; in another corner another group experimenting with a galvanometer; in another, group trying to get a spark out of an induction coil

Instructor to visitor: The trouble is that their current is too weak. However, they must find it out themselves. (to the boys) What's the matter, boys?

One boy: Connections not tight

Instructor: Test them—They did so. Ten minutes later visitor found coil sparking. Trouble had been rectified without teacher's help

**Moving pictures and stereopticons:** classes and auditorium

**Expansive power of steam:** proved by popping corn and chestnuts

**Tests of foods:** used in homes and in school lunch rooms

**Practical emphasis:** disinfectants, bleaching, photography, paint, soap, etc

**Best method of teaching science** studied



*Cut loaned by board of education*

**SCIENCE STUDY IN PARK GREEN HOUSE**



### **History via Doing**

**Outlines:** main points in topic written upon board by pupils in especially fine form—**5a**

**Topical recitations:** emphasized; recitations a series of speeches by pupils—**5b**

**Quizzing by classmates:** boy called upon to discuss Missouri Compromise; questioning hands of members class went up; boy reciting nodded to a pupil or called him by name; questions asked; boy responsible for discussion obliged to answer any question put to him; lively give and take; teacher an on-looker only—**6a**

**Pronunciation:** difficult proper names taught before material is studied—**6a**

**Quick review:** date on one side card; event on reverse side; one side shown, other recited—**6b**

**Current events:** comparison made between blockade of Civil War and present blockade of Germany by England—**6b**

**Maps:** historical events located, discoveries routed, campaigns followed

**Debates:** opposite points of view, historical and civic

**Scrapbooks:** kept by each pupil; material used proved legitimate by showing its relation to subject matter  
—**6b**

### **Art for Life's Sake**

**Scenery for play:** made by boys in upper grades

**Commercial drawing:** envelope design with place for address—HS

**Enormous poster:** whole side of classroom covered with material that will take paint easily. Upon hanging lift stretching the width of room each semester the two best workmen in the class paint a huge advertising poster. Others in class do work of same character but upon cardboard—7, 8

**Would any one buy that bowl?:** question put by one of class in criticism of a poor blackboard drawing —3b

**Easter hats:** exercise in form, originality and color—5b

**Lettering:** quality of commercial value—6b



*Photograph loaned by elementary school*  
**DRAWING FROM "LIFE" IN THE MUSEUM OF NATURAL HISTORY**

**Working drawings:** every drawing paper a business recommendation—6a

**Illustrative work:** school publications, posters

**Position obtained:** because of excellence of lettering appearing in design in school publication—8b

**Industrial art survey:** each one of 10 teachers of art in industrial high school permitted to spend one month in field, surveying industrial art opportunities open to women.

**School Art League:** community organization; visiting teacher gives talks in different school each morning; in afternoon takes classes to art museums

**Mural decorations:** growing feature of high school decoration

**Loan exhibitions:** from art galleries and private collections

**Adaptive course of study:** work for different schools planned with respect to aim of school and characteristics of pupils



*Photograph loaned by Art Museum*

**ART STUDIED IN ART MUSEUM**



*Cut loaned by board of education*

### School Gardens

**“Compass” flower garden:** planted by kindergarten

**School with no space for garden:** takes prizes for gardens nevertheless. Every class has its wooden box along yard wall—tiny plots are taken from playground—gardens hang from roof—windows are filled—home gardens encouraged

**Dump heap reclaimed:** \$60 for dirt raised by school “parties”—neighborhood helped prepare ground

**Vacant lots:** secured and beautified

**Roof gardens:** greenhouse on roof of high school; experimental botany carried throughout the year

**Observation plots:** for rare products—flax, cotton, sugar-beet, castor bean, etc

**Domestic science gardens:** parsley, radishes, and lettuce raised in window boxes in domestic science room

**Vegetables used:** grown in school garden, used by cooking classes

**“Quick growers and usable by end of year”:** planted—beans, Swiss chard, onions, radishes

**Overtime instruction:** given by principal or teacher in germination and science

**City park lands utilized:** for one school garden—five acres



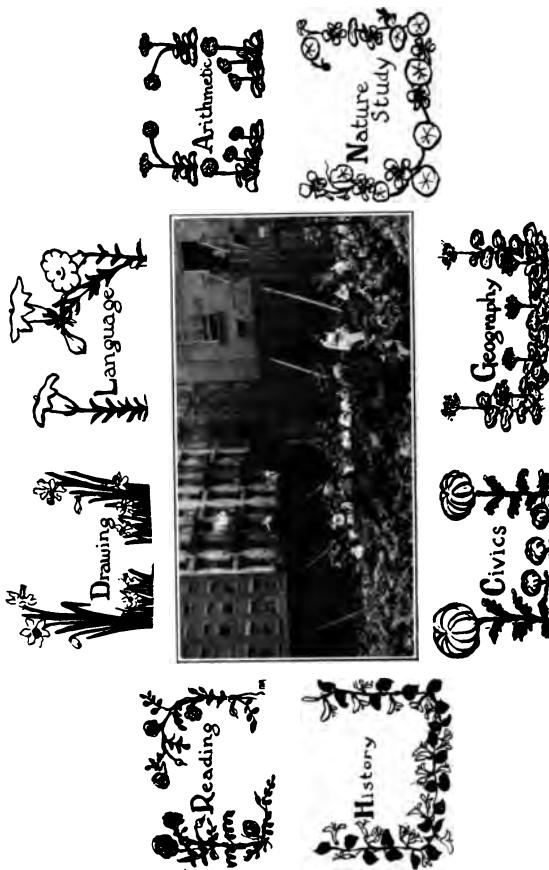
*Cut loaned by elementary school*

**Home gardens:** inspected in windows, on roofs—alas! even on fire escapes. To save teacher-inspectors the “tenement climb” children often “bring the garden down”

**“Move to the country”:** often the result of family interest in school garden

**Vegetables taken home:** when harvested in September, after exhibit and award of prizes

**Bringing country to city:** “A passerby would think it a country vegetable garden”; “a beautiful garden planted by a landscape gardener—privet hedge, round flower pot in center, ivy covered wall, etc”—was written of two school gardens in most congested district “where there was no room”



CORRELATION OF SCHOOL GARDENS AND THE COMMON BRANCHES

### Correlation of Subjects

**Arithmetic-English-Gymnastics:** vigorous rowing, counting by 2's to 50. Landed. Teacher: "What happened?" "I landed on the other side of the river. On a tall building was printed 8 and 6 are 14"—2b

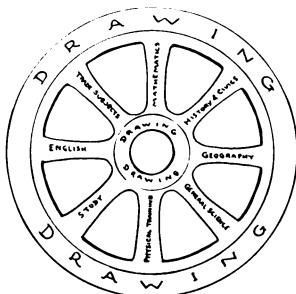
**Arithmetic-English:** dreams about assigned numbers: "I dreamed that it was Christmas and Santa Claus came down the chimney and brought me two boxes of candy. One box weighed 8 pounds and the other weighed 4 pounds. I had altogether 12 pounds"—2b

**Arithmetic-gymnastics:** records in gymnastic contest reduced to percentages—5a, b

**Reading-music:** sang, dramatized and read *Little Miss Muffet*—1a

**Letterwriting-civics:** letter complaining to tenement house and other departments of neighborhood or tenement conditions needing correction—6b

**History-current events-geography:** liberal use of European war to explain results of earlier history and vice versa; Mexico of 1916 related to Mexico of Cortez and Diaz—4b



### **Visual Instruction**

**Moving pictures:** places, events, stories

**Illustrated lectures**

**Stereoscopic views:** geographic and industrial

**Maps, charts**

**Pictures:** collections; scrapbooks

**Colored chalk:** corrections of errors in blackboard work

**Museums and zoo:** animals, armor, architecture, etc

**Scientific observations:** seeds planted in glass containers close to side; process of growth visible

**Class collections of specimens:** botanical, industrial, natural

**Excursions:** for purpose of seeing objects of interest

**Wall charts:** containing important dates, essentials, directions, quotations

**Illustrations:** for literary selections

**Traveling collections:** birds, minerals, molluscs, insects

**Observation:** natural phenomena; clouds, rivers, storms

**Pictures in texts:** used to vitalize study of subject

**Postcards:** foreign and home scenes

**Sets of pictures:** public libraries

**Art museum:** visits, loan exhibits

**Dramatization:** extensively used

**Large use of blackboard:** assignments usually written on paper, written on blackboard instead—easier for teacher to follow up; time saved; responsibility of *child greater*

### **Assemblies**

**Pupils in charge:** initiative developed

**Singing:** chorus 600 boys; 800 in mixed voices; solos, duets, quartettes

**Musical organizations:** vocal and instrumental; orchestra, band, glee club

**Victrola day:** one selection each chosen by seventh and eighth grade classes; basis part of oral and written English work during week; at assembly pupil gave relevant information regarding each selection

**Dramatization:** play by street cleaning department (girls) Moral: *Keep the building clean and free from refuse, do not clog up drain pipes*

**Talks by outsiders:** frequently given; civic, moral, vocational, etc

**Parents and public invited:** to exercises by children, teachers and outsiders

**Competitive exercises:** gymnastics, music, reading, arithmetic

**Visitor introduced to assembly:** by girl mayor; introduction would do credit to grown-up in public life

**Extemporaneous speeches:** pupils called upon by principal

**Moving pictures, and stereopticon talks**

**Instruction:** in civics, health, economics

**Arithmetic:** relay races and competitions, rapid drill in mental processes

**The greatest melting pot**

### Acceleration—Individualization—Retardation

**Age-grade-progress charts:** used by teachers to identify pupils needing special attention because of late entrance, previous non-promotion, or special ability to advance

**Half grades and half years:** counted in finding overage, retardation or acceleration

**Far more time:** gained by bright pupils—double and rapid promotions—than is lost by backward pupils ---non-promotions. Some do two and a half grades in one half year; others do three half grades in two half years

**Classes divided:** each child competes with his approximate equal—is not demoralized or discouraged by either notable superiority or inferiority—works to his own limit—still derives whatever benefit comes from being in the midst of superior ability or inferior ability or both



**In one school—February 1916**

**1** 10 graduated, of whom  
25 did double work for 3 terms  
8 did double work for 2 terms  
14 did double work for 1 term

**Demotion:** being tried (by special arrangement since contrary to by-laws) for pupils whose "weighted" report for a month is 500 or less (1,000 attainable)

**Trial promotions:** extensive; after one month if weighted report reaches 950

**Experiment:** from fourth grade up teachers plan work as though term 10 weeks instead of 20; ground covered in 10 weeks; exams as exacting as regular exams for 20 weeks' work; pupils ranking 80% or better in all "important" subjects promoted; others start again at beginning spending next 10 weeks in review. Promoted pupils go through advanced work with slower portion of next class above. If they fail at the end of 20 weeks they stay on another 10 weeks (or 20) in the upper grade. No crowding or straining. Pupils merely given chance to find their own level and go their own pace. **Apparent result:** in force two years. Failures fewer than under old plan. Rapid promotion pupils card-indexed; careful record kept of standings, progress and health. **Between 20% and 23% of the pupils are promoted at the end of 10 weeks.** A number of pupils had even covered work of four years in the two years. One such pupil ranked 82% on his monthly report in the eighth grade. Only one pupil of those who were promoted at the end of 10 weeks had eventually made slower than normal progress. Teachers assured that their rating did not depend upon number of extra promotions



PUPILS TEACH PUPILS

**For special weaknesses:** overage—and other backward types—segregated or special classes organized; subjects in which strong enough taken with regular sections; academic work in morning, industrial work in afternoon; arithmetic taught by way of industrial arts; doubling in backward subject and reducing in subject in which pupil excels, e. g., 6a pupil taking 6a and 5a, perhaps also 4a arithmetic; groups within class units are shifted; specially expert teachers are assigned; small groups are taught around tables, etc

**DEPARTMENT OF EDUCATION  
THE CITY OF NEW YORK**

The following exhibit shows—

years specified:

- (a) The number of classes that were inspected and examined during the
- (b) The estimates made or results obtained;
- (c) And a comparison of these estimates and results to show the progress

made—

**PROGRESS FROM 1915 TO 1916**

SUBJECT	TOTAL NO. OF CLASSES EXAMINED		AVERAGE PER CENT.		NUMBER DEFICIENT		PER CENT. EFFICIENT	PER CENT. OF INCREASED EFFICIENCY
	1915	1916	1915	1916	1915	1916		
Spelling	335	353	95.2	95.3				.1
Etymology	52	51	82	83				1.2
Meaning and Use	70	97	86	85.2				.9 *
Grammar	120	118	71	74				4.2
Arithmetic	789	738	75.2	78.6				4.5
Reading	678	631			65	34	90.4	94.6
Writing	1269	1304			60	40	95.3	96.9
Composition	943	945			14	15	98.4	98.4
Geography	143	145			4	1	97	99.3
History	119	116			1	6	99	94.8
Nature Study	110	110			7	5	94	95.4
Elementary Science	16	16			0	0	100	100
Music	325	240			5	6	98.4	97.4
Drawing	1269	1304			22	11	98.3	99.1

\* Decrease.

NOTE — In 1915 I tested in reading 15,861 children, of whom 1431, or 9.2 per cent were deficient. In 1916 the number examined was 15,196; the number deficient was 1172, or 7.7 per cent. Increased efficiency, 1.6 per cent. This is a more accurate test than a comparison of classes, which shows a gain of 4.6 per cent.

JUNE, 1916.

District Superintendent.



### **Preparedness against Failure**

**One day behind is counted as retardation:** immediate attention given by class teacher, special teacher, or "big brother"

**Physiological age:** found a helpful basis for classifying both grammar and high school pupils

**Pupils regrouped:** within classes every few weeks

**Adolescents:** grouped into unit classes

**"Making up":** one day a week set aside as "make up" time for lagging high school pupils

**Special help:** prevocational graduates coach backward children in their school at principal's invitation

**"Immediate attention is necessary to make promotion possible":** stamped over that part of the pupil's monthly report card where parent must sign his name

**Personal follow-up by principal:** of children who are "straggling". Teachers must promptly report children to principal who visits class, studies pupil at office, has groups recite to him, suggests methods to teacher

**Clearing time for difficulties:** last half hour in day

**Minimum essentials:** "home made" and "store"—drills for the backward

**Homes visited:** by class teachers for causes of individual difficulty. (A policy disapproved by some principals who urge instead the use of attendance officer, school nurse, or "visiting teacher" of which there are now six)

**Effort graded:** when a pupil who could do 90% work is satisfied with 80% a notice goes home complaining of lack of application

**Education through the senses:** to correct academic weaknesses—more shop or manual training, or a special room for first two grades with tables, movable chairs, apparatus, hand work, etc

**Cause of weakness:** broken up into elements and attention given to the "kink" rather than to the whole subject-chain

**Ten days after "Regents exams":** formerly wasted, now devoted to intensive review of one subject for each high school pupil—three lessons a day plus study periods. Proficient pupils do "anticipation"—next term's work. 1,200 pupils either made a new subject or passed a failed subject which means over 200 years saved out of less than four years of "waste" time

**Work of previous grades:** tests given by principal, teachers required to review

**Reports to principal:** written report on tests required stating: 1. Weaknesses. 2. Reasons for weaknesses shown. 3. Suggested methods for overcoming weaknesses

**Special Praise Card**

WILL-and you CAN

THE BEARER OF THIS CARD

.....of Class.....  
has earned the special praise of his teacher because of  
.....

Date.....

Signed.....

Teacher

The holder of this card will report with it to the office of the principal on the.....floor, Friday at 12 o'clock, noon

**Deficiency Card**

My Dear.....

Your son, daughter, ..... has not been doing  
satisfactory work in the following particulars:.....

.....

Unless there is an immediate improvement, I shall be com-  
pelled to take further steps. Please give your careful atten-  
tion to this matter and lend us your assistance. I shall be  
glad to see you personally any school day after ten o'clock,  
to talk over the situation. When you call, please present  
this card. If you cannot come, please sign this card on the  
other side and send it to me.

Date..... Class.....

Sincerely,

Principal

**Another Request for Parents' Help**

Dear.....:

I regret I must inform you of.....'s  
misconduct in school. ....e has been reported to me by  
M..... for .....  
I have been obliged therefore to withdraw h.... from h....  
class until you call in regard to h.... reinstatement.

Respectfully,

.....  
Principal



### **Attendance: Competition for Honors**

**Increasing tendency to expect "social" rather than "police" duty of attendance officers**

**Publicity for perfect attendance:** prompted by two newspapers which print monthly honor roll

**"Out of 76 days schooling (May 1916) 20 classes had 72 days 95% perfect attendance, 11 had 100%—less than one child absent daily for two classes**

Week ending	Number of days Sessions to date	100% attendance
11-26-15	51	50
12- 3-15	56	55
12-17-15	66	64
1-14-16	81	74
1-28-16	91 (full term)	84

**"Edward Ryan, who entered school at six, has been at public school for eight years without ever having been tardy, absent, or excused, or having missed any part of any school session in any way for that entire period"**

**Overage:** girls held by industrial work—one school's increase 85% to 95%

**Principal himself visits homes:** whose children begin to attend irregularly

**Each school's attendance record:** published in superintendent's annual report

**Truancy:** a school of 750 boys (near a beach and open field) had but four cases of truancy in seven months —none for more than one-half day. Immediately after nine and again at one the name of every pupil whose failure to appear is not thoroughly understood is sent to the principal's office. A teacher or the janitor's assistant starts at once with the addresses of absentees. If the absence is due to truancy the parent learns of it before the child's return. The offending youngster is much more likely to receive "home attention" than if the matter is not discovered until some time later. When the pupil returns to school he must make up (by extended sessions) the time and the lessons missed. There is no deviation from these rules

### **Unfortunates Found and Taught**

**Special report:** a few subjects touched on—

#### **Ungraded (mentally atypical) classes**

Needs of the department

New classes

Medical inspectors

Summary of work undone

Imperative needs

#### **Open air classes**

Classes for tubercular children

Anemic children

Scope of work

Teacher as social service worker

Open window classes

#### **School for the deaf**

Degree and causes of deafness

Physical welfare

Mental growth

Poor accommodations

The future

#### **Classes for crippled children**

#### **Visiting teachers**

General purpose

Method of work



*Photograph loaned by Neponsit hospital*

**SEA AIR HOSPITAL CLASS: BONE TUBERCULOSIS**

### **Zest for Physical Training**



*Photograph loaned by elementary school*  
**BARREL RACE**

**Every boy must learn to swim before graduation:** rule in several elementary schools

**Cumulative posture records:** tests made each month in posture in standing, marching, exercise

**Athletics and scholarship:** squads competing in athletics compete in scholarship. Highest honor to best average

**Between-class gymnastics:** two minutes; almost universal

**Chinning in classrooms:** bars across doors

**Concentration games:** between-class exercises. Number called for certain commands requiring movement; failure to respond forces pupil out of game

**Contestants in athletic meets:** specially examined for signs of physical weakness

**Folk dancing by boys:** wonderful rhythmic expression, all grades in many schools and in several high schools



*Photograph loaned by elementary school*  
**FOLK DANCE BY BOYS**

**Gymnastics under difficulties:** 73 boys, classroom for 40; no confusion

**No exception:** bells for between-class gymnastic exercises. Every child in building stands at second bell without signal from teacher

**Physical training for deaf and blind:** work of deaf compares favorably with best in city. Blind in most cases overcame general attitude of disability and timidity

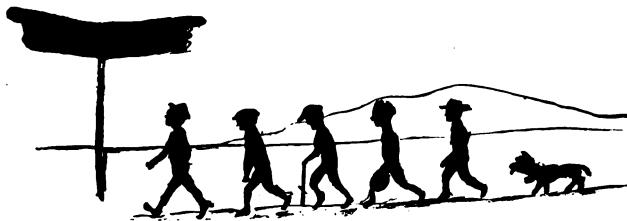
**Indoor elementary school athletic meet:** 2,084 entries

**Athletic records broken:** 38 during 1915

**Interclass basketball teams:** increased in one year from 1,439 to 2,194

**Swimming:** attendance 160,050

**Chinning:** class athletics, 65,915 boys competing



**Walking clubs:** long hikes to points of interest; medal to boys covering 50 miles or more within two months; other medals for evening high school boys walking 13 miles

**Experiments, department of physical training:** relation of physical defects to truancy; relation of posture to deportment; good posture 25% better in manual training, 8% stronger; bad posture 350% greater absence

**Individual defects remedied:** children examined, physical defects listed; exercises for correction given and child shown how to make personal effort

**Organization of large class:** free play until bell rings; instantly 180 boys in places indicated by small numbered circles on floor; general exercises while absences noted; games and exercises for period posted; three squads—pupil captain—took places indicated by program; signal, squads change places; three different games or exercises for all

**Independence of children tested:** intricate folk dances, no commands, music indicating change of dance, several dances, no errors—3b

**Physical evils, different trades:** vocational school analyzes dangers in each trade and prescribes corrective exercises for them. Example: trade might overdevelop chest, underdevelop legs; exercises to develop legs given; no chest exercises needed



**Outdoor gymnastics:** sweaters and caps in cold weather

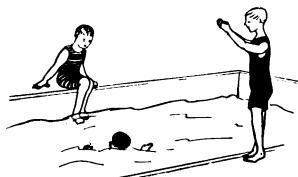
**Scores kept:** squad captains keep points made by each girl in all exercises; relative standing at any time

**Girl umpires:** girls in training for teachers learn to act as umpires for boys' games

**Running:** physically able in one high school required to run around block, 630 yards, in following time  
first year.....2 minutes, 10 seconds  
second year.....2 minutes  
third year.....1 minute, 50 seconds  
fourth year.....1 minute, 50 seconds

**"Every child in athletic training":** the ideal almost here  
—425,000 entries in competitions, 1914-15; 154,000 in class entries

**751 teachers in after school classes** in methods of athletics, 350 obtaining certificates of proficiency





*Cut loaned by board of education*  
**OUTDOOR PHYSICAL TRAINING**

An elementary school athletic classification, based on physiological factors: grade, age, height and weight

**JUNIOR DIVISION—5-6 YEARS**

Exponents	4	5	6	7	8	9
Grade		5A	5B	6A	6B	
Age—up to	10	10'1-11	11'1-6	11'7-12	12'1-13	13'1 or over
Height—up to	4'2	4'3-5	4'6-8	4'9-11	5'-5'2	5'3 .. ..
Weight—up to	64	65-74	75-84	85-94	95-104	105 .. ..

**SENIOR DIVISION—7-8 YEARS**

Exponents	4	5	6	7	8	9
Grade		7A	7B	8A	8B	
Age—up to	14	12'1-13	13'1-6	13'7-14	14'1-15	13'1 or over
Height—up to	4'4	4'8-8	4'9-5	5'1-3	5'4-6	5'7 .. ..
Weight—up to	74	75-89	90-104	105-119	120-129	130 .. ..

**EXAMPLE—Boy in 5B—Exponent for Grade 6 (see top line)**

Age 10<sup>6</sup>  
Height 4'10  
Weight 84 lb.

Sum of Exponents  
24

**CLASS  
(Same for Senior and Junior Division)**

Up to 21	22-25	26-29	D 30-33	E 34 or over
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## **Correlation of Athletics, Physical Training and Hygiene: Division Report**

### **Hygiene**

- Instruction in hygiene
- Teachers' examinations for physical disabilities
- Cooperative experiment with the board of health
- Hygiene of the eye
- Pupil organization for school hygiene
- How to safeguard the health of the child—for parents.*
- Lectures on first aid
- Sanitary floor dressing
- Tests of vitality and school fatigue
- Dental hygiene week and toothbrush day
- School Health News

### **Physical training**

- New syllabus
- Double sessions
- Special teachers
- Normal instruction
- Class competition in health
- Posture
- Vocational schools, prevocational schools, high schools, evening high schools
- Physically handicapped children, deaf, blind, crippled, pretubercular

### **Athletics**

- After school athletic centres
- Standard activities—boys, girls

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### Everyday Practice of Hygiene

**Medical inspection clinics:** eyes, teeth; conducted by board of health in cooperation with board of education

**Teachers trained to make physical tests:** one school 42 teachers examined 1,648 pupils; 68% defects; 28% of these "terminated" in average time of six weeks; 20% of all defects cured or substantially improved. In addition 157 children have promised to be treated during summer. Compares favorably with results of medical inspection in various cities where follow-up has been pursued for six months or year. In other schools results similar

**Dental hygiene week:** emphasis in various ways upon need for attention to teeth, ending Saturday with dental hygiene field day

**Tooth brush day:** 400,000 children brought tooth brushes to school and practiced the tooth brush drill

**Vision and hearing:** teachers required to make tests annually

**Pamphlet for parents:** *How to safeguard the health of the child*—distributed by school

**Shower baths:** installed in a number of schools; used to their limit

**Open window classes:** 24 out of 32 classes; one closed window class in each grade for special cases

**Open air platform:** school grounds; general school exercises held here except in bad weather

**Rooms on court:** kindergarten and other rooms arranged in this way

**Physical equipment:** chairs instead of fixed seats, movable desks, electric fans

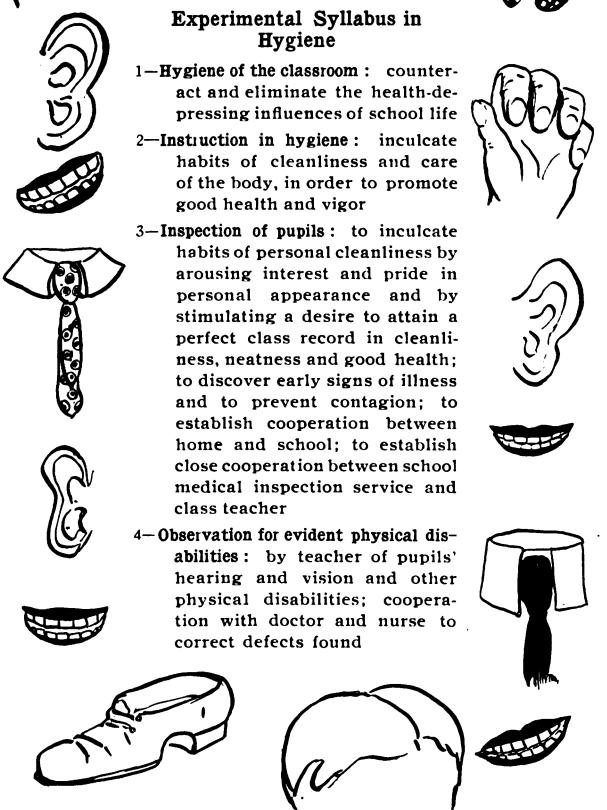
**Cardiac trouble and retardation:** study by principal and teacher; 52 cases found—confirmed by physicians—only 8 previously reported altho e. g. 7 undiscovered in 8 years, 9 in 7 years, etc, 6 in 5 to 9 schools; over half had lost 1 to 9 years; special classes for cardiac cases urged

**Home conditions studied by teachers:** a, b, c, d, doubtful grades,—as to health and opportunity; years in country; parents living; nativity; results used as *guide* in helping pupils



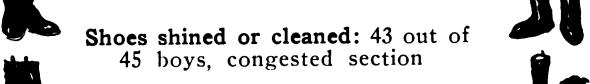
### Experimental Syllabus in Hygiene

- 1—**Hygiene of the classroom**: counteract and eliminate the health-depressing influences of school life
- 2—**Instruction in hygiene**: inculcate habits of cleanliness and care of the body, in order to promote good health and vigor
- 3—**Inspection of pupils**: to inculcate habits of personal cleanliness by arousing interest and pride in personal appearance and by stimulating a desire to attain a perfect class record in cleanliness, neatness and good health; to discover early signs of illness and to prevent contagion; to establish cooperation between home and school; to establish close cooperation between school medical inspection service and class teacher
- 4—**Observation for evident physical disabilities**: by teacher of pupils' hearing and vision and other physical disabilities; cooperation with doctor and nurse to correct defects found

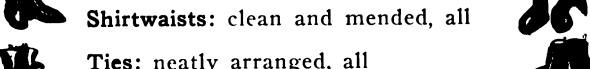




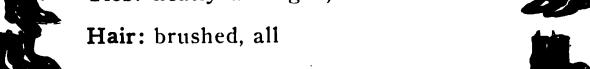
**"Who is Ready for Daily Inspection"?**



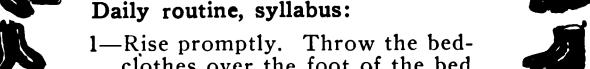
**Shoes shined or cleaned:** 43 out of 45 boys, congested section



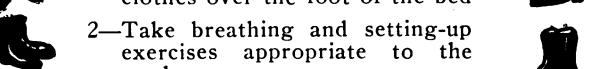
**Shirtwaists:** clean and mended, all



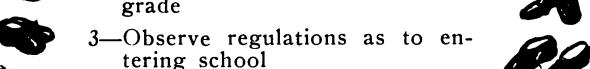
**Ties:** neatly arranged, all



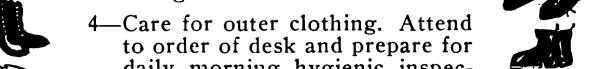
**Hair:** brushed, all



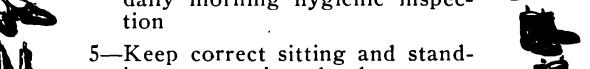
**Daily routine, syllabus:**



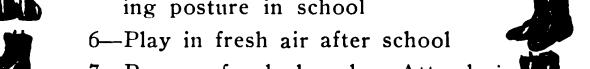
1—Rise promptly. Throw the bed-clothes over the foot of the bed



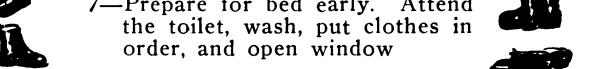
2—Take breathing and setting-up exercises appropriate to the grade



3—Observe regulations as to entering school



4—Care for outer clothing. Attend to order of desk and prepare for daily morning hygienic inspection



5—Keep correct sitting and standing posture in school



6—Play in fresh air after school



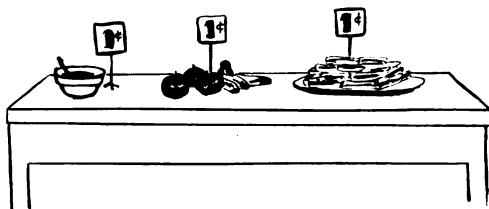
7—Prepare for bed early. Attend the toilet, wash, put clothes in order, and open window





*Cut loaned by elementary school*

**DENTAL CLINIC IN SCHOOL**



### **Penny Lunches**

**New York School Lunch Committee:** cooperates with board of education

**Locations:** elementary schools in poor neighborhoods

**Typical food trays:** cost three cents—

Vegetable soup .....	85	calories
Egg sandwich .....	236	calories
Rice pudding .....	108.76	calories
Total .....	429.76	calories

**Medical examination of food handlers:** blood tests made and throat cultures taken of all employees

**Central kitchens:** autos rush food to schools in heat retaining receptacles

**Kosher kitchens:** rabbi inspects food preparation in Hebrew neighborhoods

**Children from other schools:** no lunch served, come to school in which lunch is served

**Children of working mothers:** penny lunch service; inadequate space for others

**832,444 portions served** for 832,444 tickets given gratis  
= \$8,324.44 value

**4,900 average daily** number paying for lunch; 3,000  
**average daily free**

## High School Lunches



*Drawing loaned by high school*

**High school girls** run lunch room at profit as part of domestic science work

**School organization:** many controlled by pupils with faculty advice; food at cost

### Typical bill of fare:

Tuesday, May 9, 1916

Cream of farina soup.....	5c
Roast veal and potatoes.....	15c
Club sandwich .....	12c
Spinach ..... 5c	Fresh asparagus..... 8c
Tomato toast .....	5c
Two oatmeal muffins .....	5c
Apple and nut salad .....	5c
Stewed rhubarb .....	5c
Homemade Charlotte Russe .....	5c
Strawberry short cake .....	8c
Homemade raisin pie .....	5c
Strawberries and cream.....	8c
Jelly..... 5c	Custard..... 5c
Baked apple and cream..... 5c	Peaches..... 5c
Fresh pineapple .....	5c
Milk..... 3c	Cocoa .....
No charge and no limit for bread and butter	



### **Pupil Self-government: Many Forms**

School city

School nation

School state

Roman city

School republic

**Classes organized as clubs:** often with class heroes to be studied and emulated. If a member is troublesome the principal reports to the club president

**Over 200 schools** have pupil clubs for protecting and promoting health of pupils and neighborhood

**Honor medals:** awarded by clubs

**Discipline in absentia:** complete order in absence of teacher in classroom and study hall



*Loaned by elementary school  
GIRL POLICE*

**Pupil police:** keep order in lunch room, corridors, fire drills; prevent smoking, gambling, obscene pictures, cutting recitations, "beating" the subway stations; in charge of locker room

**Safety squad:** elected by pupils to patrol street crossings for 15 minutes before and after school

**School Service League:** high school, assists in disciplining, keeping blackboards clean, preventing litter, checking tardiness, etc

**Fire drill:** in charge of pupil officers

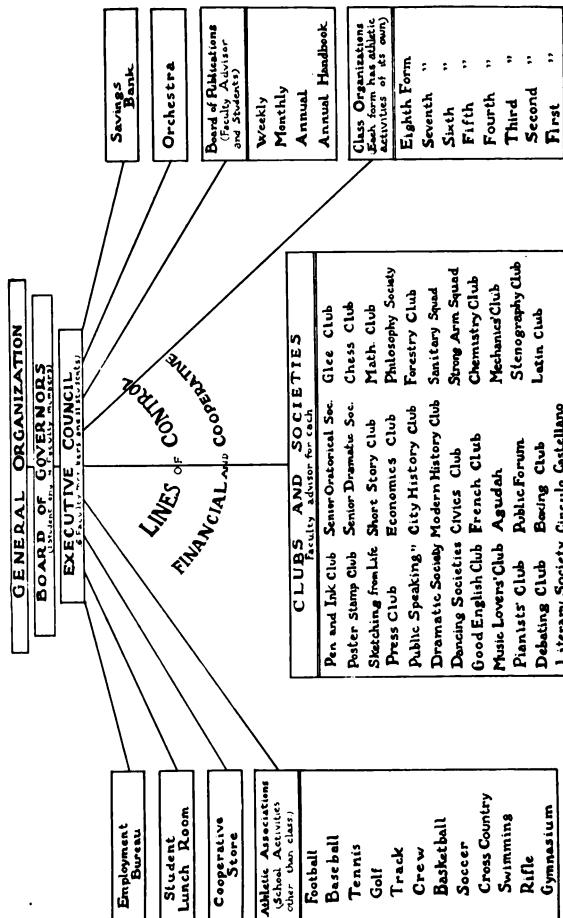
**Monitor system:** extensively used

**Discipline in school shops:** maintained by boy foremen elected by class

**Assembly exercises:** conducted by pupils who introduce speakers, hear motions, decide questions of procedure, etc—grades, HS

**Legion of Honor: wall of fame:** school legislature may vote that certain boys have deserved well of the school through untiring devotion to its honor and welfare. After boy has received the unanimous vote of the legislature he must also receive unanimous commendation of committee of three teachers and must then face principal's veto. Successful names are emblazoned on a shield and placed in the permanent hall of fame on the walls of the school. If a boy is rejected once he may be brought up again

**Order of merit:** for four weeks—won by the five classes having the fewest cases of tardiness, disorder or "straggling" for the month. (A pupil is recorded as a "straggler" who is not in his room at least 10 minutes before the bell rings for tardiness.) Members of these classes wear ribbons—the school colors. One class during the month of March did not have a single case of any one of the three. **Graphs are posted marking the daily percentage of punctuality.** A motto above them reads, *Watch us Rise*



**TRAINING FOR DEMOCRACY IN ONE BOYS' HIGH SCHOOL**

### **Arista League—Boys and Girls**

**Purpose:** honor society of New York City high schools

**Application for membership:** I, the undersigned, wish to become a member of the Junior Arista of ..... High School. I agree to be active in the interests of the school, to keep a high record in scholarship, to be manly in my conduct, and to perform **cheerfully and reliably** any tasks assigned to me for the benefit of the school. In case I am unable to do the work assigned me at any time, I promise to make adequate provision to get it done properly. I promise that I will never be unworthy of any trust or responsibility placed upon me

**Membership:** open to all who fulfill and maintain following requirements

**Requirements in boys school:** (1) high scholarship—no failures for two or more consecutive terms; (2) excellent discipline record; (3) exemplary character; (4) election by two-thirds of assembly (pupils) and majority of senate (faculty); (5) executive ability and service to school—each candidate must give evidence that he has rendered appreciable service to the school in at least one way for every term he has been in school prior to his application for membership—record printed on ballot

**Character tests in girls school:** (1) thoroughly trustworthy? (2) kindly toward and thoughtful of others? (3) earnest and persevering in studies and work? (4) helpful in attitude to teachers and school? (5) refined in tastes and manners? (6) neatly and tastefully dressed? (7) obedient and observant of the rules of the school? (8) **uniformly** cheerful, and does she take criticism or correction in the right spirit? (9) a **positive** force for good in the school community? (10) punctual and regular in attendance, in handing in work and in making it up? (11) generous and careful of the rights of others rather than selfish and grasping? (12) Does she say mean things of others or listen to those who do? (13) free from impertinence of word or manner? (14) does she refrain from communication whenever it is forbidden? (15) is she **unusual, distinctly above the average, or merely average?**



**GIRLS' HIGH SCHOOL—POSTER**

### Automatic Good Manners

**Automatic courtesy:** toward elders and visitors is taught defectives—and non-defectives too

**To the "stranger within the school":** pupils hold themselves responsible for help and courtesy

**Social functions:** initiated clubs for learning polite usage and behavior, as at afternoon teas in model flats, receptions to alumnae twice a year

**Above college men and women:** in social opportunity and attainment, in politeness and automatic "good form"—pupils of several elementary and high schools

**Good Manners Club:** in congested district. At close of regular school day, with practically all girls (no boys in this class) remaining in their seats one girl went to desk and called to order the Good Manners Club. Secretary read minutes of last regular meeting, revealing fact that "chivalry" had been topic discussed. After a slight correction of minutes, program of the day went forward. "The way you eat, speak, etc is part of your manners, so everybody has some kind of manners"—one girl's definition. Another girl enumerated kinds of bad manners:

    pig manners  
    bear     "  
    donkey     "  
    cow-in-the-parlor manners  
    rooster manners  
    interrupter     "

Several girls defined and illustrated each variety. Chairman announced that the subject for next week would be *how to use one's voice*. Adjourned.



**RECEPTION:** to graduates of school. All conventionalities observed

### **How School Headquarters Helps**

**Commissioners give time:**  $\frac{1}{3}$  to  $\frac{1}{2}$  time including holidays and evenings; 8 to 14 hours weekly directly, 2 to 20 hours indirectly, average 14 hours weekly; 2 to 16 hours directly each week, 6 to 14 indirectly, average 15 hours (highest amount reported)

**Local board members give time:** 5 to 20 hours directly each week, 5 to 25 hours indirectly; 4 to 12 hours directly, average 6 hours, 2 to 6 indirectly, average 3 hours, total average 9 hours

**Advance steps due to local boards:** stricter accountability of janitors for cleanliness of building; assisting pupils who leave school to secure jobs; organizing parent-teachers

**Recent advances due to board of education:** teachers' council; modifications of course of study; division of reference and research; experiments with Gary and prevocational plans; greater encouragement to fitting school work to local needs; model flats; assumption by board of obligation to base action upon information; increased cooperation with the board of estimate and apportionment which votes the funds; etc., etc

**"Out in the field":** one division superintendent who refuses to allow mail and telephone calls precedence over field work

Primary attention was given to schools. No effort was made to study headquarters. What is here noted was caught in passing—I. P. S.

## Division of Reference and Research

**Responsible directly to board of education**

**Functions:**

- 1—**Bureau of complaints:** follow up until action is taken, report disposition of case
- 2—**Bureau of information:** for board of education, supervisory or teaching staff, general public
- 3—**Compilation:** existing educational data
- 4—**Bureau for special investigation and report:** on matters referred by board of education or its officers
- 5—**Bureau for research:** confirm existent and discover new tests or standards
- 6—**Cooperates:** with teachers' council

**Age:** two years last birthday

**Questionnaires:** answered re 37 subjects

**Inquiries:** 1,427 persons taken care of in six months

### Publications 1914-15:

- 1—Teachers' year book of educational investigations—1914
- 2—Material for arithmetical problems—1914
- 3—The school lunch service—1914
- 4—Examining, selecting and training teachers—1914
- 5—Semi-annual report of the division of reference and research—July 1914
- 6—Teachers' year book of educational investigations—1915
- 7—Assignment of assistants to principals and clerks in elementary schools—1915
- 8—Assignment of first assistants in high schools—1915
- 9—Organization of classes in elementary schools—1915
- 10—Report on the organization of the board of education and its committees—1915
- 11—The school and the immigrant—1915
- 12—Semi-annual report of the division of reference and research—July 1915
- 13—Teaching elementary science in elementary schools—1915

**Annual Report by and to City Superintendent**

1. Issued to press and printed in 14 installations—separate sections at different times
2. Index
3. Table of contents
4. Diagrams
5. Photographs
6. Weaknesses listed
7. Corrective steps listed
8. Responsibility charts
9. Advance steps listed
10. Experiments listed, described, summarized
11. Recommendations listed, short paragraphs
12. Cost given of proposed action
13. **Typographical aids used**—changes of type, blocked or center heads, indentation, numbered paragraphs
14. **Square challenge of policies urged** by board or fiscal body
15. **Direct appeal to public**—facts, argument
16. Comparison, frequent, with %, occasionally inc. or dec. shown without printing previous year's totals
17. Summary of facts, each school, whole time, part time—grades—**special equipment**—% under age, normal, over age—capacity, regular, emergency, leased—avg. register, avg. attendance, % attendance by days, number groups, 5, 5-14, 15-29, etc—% each group
18. Failures by subject by high school, %
19. Dropping out studied, explained
20. Non-promotions—causes tabulated
21. Night sessions: attendance by day groups 5, 5-14, 15-29, etc—% each group—aims, state exams, college, civil service, continuation, learn trade
22. Economic values of courses estimated
23. Teachers' or principals' letters quoted
24. Investigations described, results summarized
25. School "high spots" specified and recommended to teachers

**Principals' Efficiency: Official Proposal**

Dates of school inspection.....Amount of time each date.....

<b>21 aspects of principal's management</b>	<b>Excellent: much above average</b>	<b>Very good: above average</b>	<b>Good: average</b>	<b>Poor: below average</b>
1. Results of principal's management as found by testing pupils; enclose as part of the record the actual tests made and the results for each.....				
2. Habit and provision for carrying out requirements of the board of education and instructions by the superintendents .....		V.....		
3. Method of filing instructions		V.....		
4. Direction of plans of teachers for school work .....	V.....			
5. Record of class inspections and examinations .....			V.....	
6. Record of conferences with teachers .....	V.....			
7. Provision for instruction of newly appointed teachers, of substitutes and of teachers whose work is weak. His record of assistance to such				
8. Promptness and accuracy in reports .....		V.....		
9. Economy and care as to books and supplies .....			V.....	
10. Condition of building, reports of damage and need of repairs, cleanliness, adornment of rooms and halls, heat and ventilation, supervision of janitor .....		V.....		
11. Fire drills .....		V.....		
12. Punctuality, attendance .....		V.....		
13. Records of punctuality and attendance of teachers.....		V.....		
14. Records of punctuality and attendance of pupils .....	V.....			
15. Management of grading and promotions .....	V.....			
16. Discipline and spirit of school (give details) .....	V.....			
17. Recesses, games, athletics, etc		V.....		
18. Use of libraries .....			V.....	
19. Patriotic exercises .....			V.....	
20. Contribution of suggestions of benefit to school system.....	V.....			
21. Special excellencies or deficiencies—not listed above.....				

**Pupils' Efficiency: Official Proposal****Certificate for Employers or Schoolmasters**

Henry Smith, residing at .....  
 born June 5, 1902, parent, John Smith, satisfactorily  
 completes an eight-year course in public school, Num-  
 ber ....., on June 30, 1916

He has attended school 15 days since thirteen birth-  
 day. (For pupil under 14 years)

He attended school.....days during the past 12  
 months. (For pupil over 14 years of age)

<i>His habit record is:</i>	<i>Excellent: much above average</i>	<i>Very good: above average</i>	<i>Good: average</i>	<i>Poor: below average</i>
Legible handwriting.....			✓	
Neat work.....	✓			
Arithmetie, accuracy, reasonable speed .....	✓			
Business forms .....			✓	
Ability to compose a grammatical letter.....	✓			
Spelling .....	✓			
Reliability .....	✓			
Industry .....	✓			
Care of person.....		✓		
Manners .....		✓		
Punctuality .....	✓			
Initiative .....		✓		
Hand work with tools, use of simple ma- chinery .....				✓

Employers are earnestly requested to keep this record on file and to  
 advise the principal of any pronounced divergence from it ob-  
 served during employment

.....Principal P. S.....



*Photograph loaned by department of supplies*

### Handling of Supplies

- 1—Samples of goods submitted with successful contractor's bid are retained and compared with supplies delivered
- 2—All coal is weighed at school buildings under supervision of school board inspectors—maximum weight, lowest contract price, installation of most efficient heating equipment in schools—resulted in a net decrease of over half a million dollars in the school fuel bill during 10 years. Ash cans are watched to prevent coal being thrown out that could be burned
- 3—Ink made by supply department at less than 2 cents a gallon, disinfectant for about 1 cent a gallon, ammonia at less than  $\frac{1}{2}$  cent a gallon
- 4—**1 cent paid for 3 cent and 5 cent pencils**

### Annual Financial Reports

**Illustrations:** diagrams, photographs, explanations—numerous

**Typography:** exceptionally effective

**Summaries:** numerous, clear, graphic, comparative, per capita's, %'s

**Index:** fine training for indexers

**For every school:** following facts given, tabular set-up

**Area:** site, building, % of site occupied by building

**Year** of erection of building and of additions

**Details of building:** class of building; number of stories; material; classrooms; sittings; capacity of classrooms; building surface; sidewalk surface; boilers; furnaces, heaters, etc.; engines, dynamos or motors; pumps; fans or blowers

**Special features of buildings:** as given below

**Uses of building:** day elementary schools; day high schools or training schools; evening elementary schools; evening high schools; lectures; vacation schools; vacation playgrounds; evening playgrounds; vacation baths; recreation centers

**Attendance:** 10 classifications of activities showing aggregate or daily average

**Accumulated cost of plant:** site; building; equipment; total

**Annual cost of physical maintenance:** repairs, etc.; sanitary; heating; electric; furniture; pianos; fire alarms; total cost

**Annual cost of operation:** compensation of janitor; heat, light and power, hall of board of education; supplies for janitor; fuel; water; total

### SPECIAL FEATURES OF BUILDING

Gymnasiums or rooms equipped with gym. app.						
Auditoriums or assembly rooms						
Roof playgrounds						
Baths						
Laboratories or science rooms						
Cooking rooms						
Workshops, etc						
Kindergartens						
Sewing rooms						

## **Division Report: Elementary Schools**

**New features**

**Criticism of school results**

**Ability tests by employers—self-correction**

**Value of the department store test**

**Influence of examiner [on pupils]**

**Guesses and results—variations in schools**

**The knack and the pleasure**

**Interest and drill—exhibitions of ability**

**Use of the criticisms of the year**

**What a Brooklyn graduate should be—suggestions from various sources**

**What a school and a principal are for—analyses of human products. Working by plan**

**The science of supervision—underlying principles**

**Ideals and revisions—efficiency standards—periodic inspections. Rating a principal. Judgment of results**

**Instances of efficient organization**

**Principals: obedience and originality**

**Where a principal ought to be**

**"The principal's morning freshness ought to go into the inspiration of his staff to high grade work, into observation and supervision, not into office detail"**

**Reduction of clerical work**

**Cheering the principal**

**Efficiency records of graduates**

**Efficiency records of teachers**

**Efficiency rewards—discipline of staff**

**Costs—schoolmaster's isolation from financial policies**

**Summary of recommendations**

### **Experiments under Way**

**Junior high school:** grades 7 and 8 and four years of high school; high school teachers

**7, 8 grades and first year high school:** in two years; elementary teachers

**Cooperative classes:** part shop or business, part school

**Gary plan:** see several official reports

**Ettinger-prevocational:** double session plan

**Other duplicate session plans**

**Practice teaching:** by students of education from Teachers College in public school classes

**Hygiene syllabus**

**Concentration of medical supervision,** including health department, nurses and physicians, under direction of department of physical training in selected districts

**20 weeks work in 10:** see page 73



*Loaned by prevocational school*

**EX-SECRETARY CORTELYOU (HOST): BUSINESS TALK**

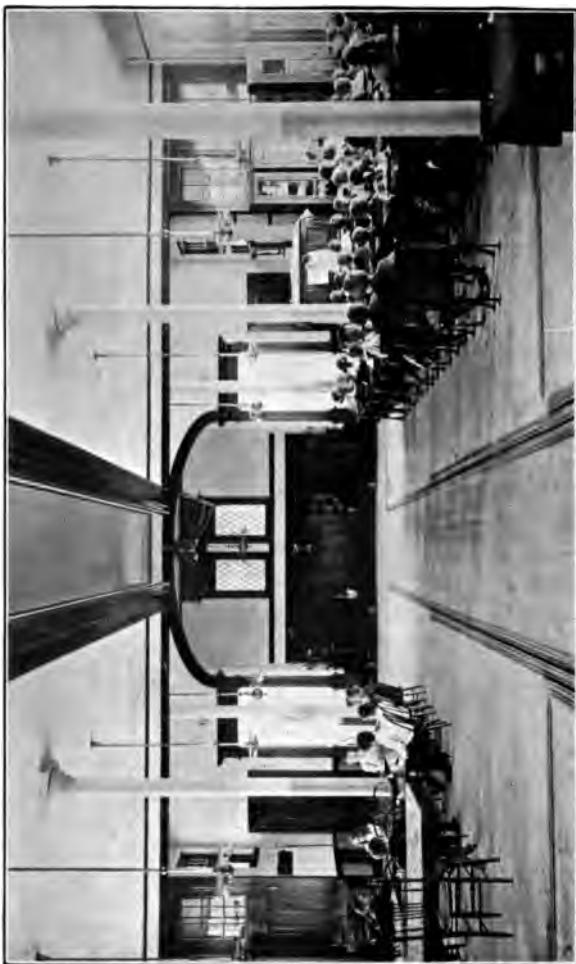
**Commercial work in first year high** to encourage children to go to high school rather than private business college until they have tried themselves on advanced work

**Two terms in foreign language in one term:** of 33 high school pupils 33 succeeded—to "check waste in training brightest pupils through not keeping them at full intellectual stretch during their course"

**Numerous experiments in course of study and in supervision** which it is hoped the next annual report of the city superintendent will list

### **By one district superintendent**

- 1—**Types of error made in the various fundamental operations by children in grades, 4a through 8b:** This test was conducted by giving the same problem to each class and then tabulating the types of error made. In all there were over 20,000 children experimented on and the results are expressed in percentile form graphs
- 2—**Answers given by children in the regular examinations at the end of the term in arithmetic, English, history, geography:** As a result of this study we are able to discover which of the topics examined upon are beyond the powers of the children, either by reason of the difficulty in the course of study, inefficiency of the teacher or inability of the child. Results expressed in percentile form graphs
- 3—**Analysis of the course of study in arithmetic showing how the various topics are articulated from grade to grade:** A form or plan was arranged for the various grades showing how drill on review and on new work may be made to center around one topic which in its turn articulates into the work of the form. Results are being charted



*Cut loaned by board of education*  
**ASSEMBLY ROOM—SLIDING DOORS—SEPARATE CLASSROOMS**

### Finding Jobs for Grammar Pupils

**Every one of 70 graduates engaged by graduation day:  
48 two weeks before**



**New vocational school's first graduates, 1916: 31 of 32  
immediately placed at \$6 to \$10 weekly; 1 is going  
to higher school**

**One settlement house:** investigated problem of unemployed children; concluded that sending child into industries undirected and unsupervised is best method of producing moral and physical wrecks; met the problem by establishing employment bureau with follow-up

Card filled out for graduates in February and June  
at the school

Those going to work are invited to call at the settlement  
for help in getting work

A couple of months later all are visited in their  
homes or places of employment and a careful  
record kept of what they **are doing**

Cases that seem to need it are followed up from that  
time

Boys and girls who are placed by the settlement are  
followed up in their homes and places of business.  
Nobody is sent to an uninvestigated position

Some non-graduates are followed up as well

The time of about four paid workers and some volunteers  
is taken

Records are on file for over 1,400 children

### Placement of High and Trade School Graduates

**All graduates employed:** 30 requests could not be filled

**Employment bureau:** maintained by school, places graduates

**Time one teacher:** employed in placement and "follow-up work"

**Record kept:** of each student placed

**Points of failure:** reported to school departments responsible

**Hygienic requirements:** before recommendation, teeth good condition, glasses if needed, habits of personal neatness

**Help provided:** for students financially unable to meet hygienic requirements

**Better positions:** secured for 382 former graduates

**Follow-up:** school keeps in touch with all students placed

#### MADE OUT BY EMPLOYEE MADE OUT BY EMPLOYER

Form 1

First name	Mary	Address	105 Jones St
Employer's name	A. B. C. Co.	Employer's address	50 South St.
Kind of work	Typist	Present salary	\$15
Salary in first position	\$8	Do you wish to change	No
Do you know of any other position you prefer for a change Summer's 10 days Brown, 17th Street			

Form 2

"FOLLOW UP" BLANK		
Name		
Address		
What grade of work is she doing?		
Excellent	Good	Fair
Poor		
In what way could it be improved?		
more attention to spelling		
What traits, if any, reduce her efficiency?		
Slight laziness		
What vacancies, if any, have you at present?		
Signature		
Name of firm		
Address		

**Conduct records:** unethical acts listed on cards and filed, used in determining placement

**Various modifications of above plan** are found in high schools

### **Continuation Classes: Daytime**

**Factories, stores and hotels:** centers for teaching

**Teachers furnished:** by board of education

**Basis for work:** largely suggestions by employers

**Time and equipment:** furnished by employers

**Night workers:** provided with day classes; 50 bakers working nights attend afternoon class, etc

**All summer:** classes carried financially by employers

**Trade classes:** for improvement in trades, also academic subjects



*Photograph loaned by private factory*  
**FACTORY WORK ROOM**



*Photograph loaned by private factory*  
**FACTORY SCHOOL ROOM**

The manufacturer has kept careful records to see "whether education pays". He finds that operators who attend factory school—public teacher—increase in earning power more rapidly than those not attending school. He has charted comparisons



*Cut loaned by board of education*

CLASS IN A STORE: SALESMANSHIP; TEXTILES; MERCHANTISE; STORE METHODS

### **Continuation Classes: Evening**

**174,978:** enrollment one year

**Subjects:** elementary, high, commercial, and industrial

**Foreigners:** special classes, English and civics

**Work done, one year:** in high schools—5,928 garments, 1,543 hat frames; 2,553 hats, caps, bonnets; 385 hats renovated

**Special courses:** for teachers; civil service

**Police procedure and practice:** course planned in cooperation with police department; 300 enrolled in one school; summer extension work

#### **After-hour College Work for City Employees**

**In the Municipal Building; 1915-1916**  
—the second year—courses have been given by the tax supported city college and a privately supported university

**Tuition:** \$5 to \$20

**Hours:** 30 to 175

**Subjects include:** engineering, 26 phases; electricity; English composition; secretarial duties; cost accounting; public speaking; municipal sociology; philanthropy



*Cut loaned by the board of education*

**EVENING SCHOOL FOR ILLITERATES—PENMANSHIP**

### **Out-of-work classes**

Department of Education  
Extension Rooms for Industrial Workers  
49 Lafayette Street  
New York

**Here's a Chance for You to Learn  
Something New During Your  
Slack Season**

Department of Education  
The City of New York

**Trade Extension Rooms  
For Industrial Workers  
49 Lafayette Street, 9th Floor**

ARE YOU ADDING TO YOUR MEASURE OF  
EFFICIENCY  
DURING UNEMPLOYMENT?  
THE CITY MAINTAINS  
FREE CLASSES  
FOR SECRETARIES, CLERKS  
AND STENOGRAPHERS  
BOTH MEN AND WOMEN ARE ADMITTED  
EXTENSION ROOMS FOR COMMERCIAL WORKERS  
49 LAFAYETTE STREET

**COOPERATION WITH EMPLOYMENT AGENCIES**  
Applicants for positions sent to Trade Extension Rooms for testing  
and additional training while waiting

## **Recreation, Vacation Schools and Playgrounds Division Report**

### **Social and recreation centers**

Schools for social service  
Care of buildings  
Improvements to be desired  
Outside cooperation  
Volunteer workers rewarded  
  
Hours of session  
Study rooms  
Clubs  
Athletic meet and dance  
Center journalism  
  
Varied occupations of attendants  
Music in the centers  
Greenwich Village carnival  
Quiet game room and library  
Self-support in centers  
  
Paid activities  
Moving pictures  
Mixed dancing classes  
New Year's Eve celebration  
Distinguished visitors  
Social uplift

### **City flag celebration**

### **Vacation schools**

Opportunity classes  
Functions of opportunity classes

### **Vacation playgrounds**

Distribution of playgrounds  
Self-government encouraged  
Safe and sane Fourth of July  
Music in the playgrounds  
Quiet game rooms  
"Safety first"  
Historical excursions  
Tournaments and exhibitions  
"Spelling relay team" contests

### **Mothers and babies playgrounds**

Sand play  
Supplies  
Teachers in charge  
Story telling  
Occupation activities  
Occupation period

### **Shower baths**

### **“A University for the People”**

**City charter:** authorizes “free lectures and courses of instruction” under board of education

**Press notices in advance:** extensive, weekly

**4,298 audiences:** 168 centers, 1915-16, for lectures, organ recitals, etc

**Illustrated report:** 126 pages

**Of lecturers, 87 without fee,** including city officers

**28 private halls used**

**Examinations given:** in American history, electrical engineering, first aid to the injured

**315 motion picture talks:** by 73 lecturers; 15 centers

**Public library cooperated:** set aside books and helped reading clubs

#### **Typical municipal topics**

New York City schools

How our taxes are spent

Weights and measures and trade practices

Health and cleanliness; fly extermination; tuberculosis

The New York tax department

Crime prevention program of the city administration

Fire prevention in the home and factory

City parks and their use

#### **Typical social topics**

Low wages in New York

Expenditure of leisure time in New York

Plan for the future growth of New York

The formation of public opinion in New York

The heritage of the immigrant

A day in the children's court

The psychology of youth and its relation to sex life and sex instruction

The tenement and the child

**In Italian, Yiddish, German:** extension courses; civics; literary; historical; scientific; industrial; hygienic; music; art

### The School as Community Center

Illustrations are as varied as needs; only less known phases are noted here

**Community service league:** organized, including social and welfare bodies, mothers' clubs, and official agencies cooperating with eight schools

**Baby health manual:** issued by health department, distributed by schools

**School Health Notes:** issued by health department weekly, contributed and circulated by schools

**Baby shows and better-baby contests:** in one school 100 babies examined and weighed weekly in summer of 1915; 350 entries for baby show; after several babies were excluded because of mosquito bites, many fathers that night screened windows

**Baby medical station:** with health department physician and nurse for daily consultation, home visiting, and weekly classes of mothers; summer station became all-year station



*Photograph loaned by elementary school*

BABY, STATION OF THE EXTENSION ASSOCIATION P. S.					
NAME	Adeline Ceriello				
ADDRESS	178 Elizabeth Street				
AGE	18 months				
DATE	LB	oz	DATE	LB	oz
May 18	2	9	Aug. 17	2	7
May 26	2	3	Aug. 27	2	1
June 1	2	1	Aug. 31	2	6
June 8	2	10	Sept.		
June 11					

**Milk for babies:** sold below cost or given free where poverty justified, sale of peanuts by pupils making up deficit; similarly by contribution and entertainments by school and mothers' club, money is raised for free school lunches and home necessities, clothing, shoes, dental attention, etc



BABY WEEK DEMONSTRATION

**School baths:** open to neighborhood in summer

**Profits from community parties:** moving picture shows, concerts, etc purchased baseball suits for school team and a moving picture machine

**Mosquito day:** schools and board of education cooperate on a campaign of extermination. Leaflets distributed and danger to health from mosquito made the subject for oral and illustrated written composition. Schools in outlying districts assumed the responsibility of keeping waters in nearby swamps coated with kerosene; all made war upon uncovered rain barrels and other water catching receptacles

**Complaint bureau for neighborhood:** violations of law as to sanitation of tenements or neighborhood nuisances may be reported. Boys write to proper officials, under supervision of English teacher

**High school:** equipped for loan exhibits—for public and other schools—from zoo and Metropolitan Museum of Art; other schools, art societies, etc

**Self-supporting recreation activities:** moving pictures at five cents for neighborhood; mixed dancing for young men and women; clubs for games, etc

#### **Lectures in foreign languages**

#### **Italian girls help Italian Red Cross**

**Athletic fields:** used for evening parties, musicals, dramatics, stereopticon talks

**Neighborhood playgrounds:** secured

**School orchestra:** plays for neighborhood parties

**Music recitals:** the principal, who is an accomplished musician, gives to the neighborhood piano recitals on the works of the various composers. A short sketch of the life of each is given and characteristics of his work are explained—attendance is voluntary

### **Schools Seek and Give Cooperation**

#### **Interlacing of schools:** is frequent

With other city departments, museums, libraries, etc  
With social settlements and investigating agencies  
With School Art League  
With college of education  
With churches (on trial)  
With business men neighbors  
With hospitals and dispensaries  
With opticians, oculists, dentists  
With distant factories and stores  
With newspapers and magazines  
With School Lunch Committee  
With relief agencies and children's institutions

#### **Interlacers for schools:** include

The school system  
Individual school commissioners  
Local school board members  
Superintendents  
Business officers  
Individual principals  
Individual teachers  
Organizations of principals and of teachers  
Pupil organizations  
Parent associations

**Cooperation is initiated:** sometimes by outside agencies—e. g. joint meeting of printing teachers association, employers and men in the trade

**Police recruit school reorganized:** at request of police department board of education helped analyse and reorganize

**Example of cooperation:** with police department: election day bonfires in New York are the custom—a costly custom, too, as fires built on asphalt destroy the pavement. Here is the campaign of one school to prevent fires in a negro district where there had been much trouble from this source

### Fire Prevention Pledge

We, the pupils of Class —, pledge ourselves not to gather wood for Election Day fires, and not to build fires on that day. We will notify the police concerning wood that has been gathered, and will use our influence to prevent other boys from building bonfires

Respectfully yours

.....  
Class Secretary

.....  
Class President

Reports were turned in by each pupil fire guard assigned to a precinct—e. g.

Nov. 1, 1915

#### Special Report—Election Day Fire Prevention

Name of officer, ..... , address ..... , Class ..... .

I—I am happy to report no fires in my precinct  
II—I regret to report fire in front of house No. 60  
III—I took the following steps to prevent fire, gathering of wood, etc

State whether you notified police, etc.

*In front of No. 60 I told the cop*

This report will be called for Wednesday, Nov. 2, at 10 A. M., in your class room

**One result:** letter from borough president to school principal:

I am very much gratified to find that there were only four fires [in the neighborhood of your school], and only 12.7 square yards of asphalt pavement damaged, whereas in 1914 . . . there were 21 fires and 77.4 square yards of pavement damaged

